ITLC LILLY

ITLC LILLY CONFERENCE

on

ENHANCING ONLINE, ONSITE, AND HYBRID TEACHING AND LEARNING

SYNCHRONOUS SESSIONS
MAY 5, 12, 19, 26, 2021

ASYNCHRONOUS SESSIONS
MAY 5 - AUG 31

Welcome and Acknowledgements

Although I am hopeful we will bring the COVID-19 pandemic under control in the coming months, we continue to face massive challenges in higher education. Some of the challenges have been present for years; we just didn't have online teaching and emergency remote instruction to shine a light on them. Just a few of the challenges include inequity in our educational system, strategies to engage students, paper mills churning out term papers, motivating students, and exam integrity. These surfaced challenges, and many others, will require concerted effort, whether in online environments or seated in our classrooms. However, challenges always bring about exciting opportunities! Faculty members, as a whole, are a fantastic group of individuals. Imagine the possibilities if someone were to bring together faculty members who are particularly interested in creating exceptional learning opportunities for their students. Such a group could and likely would set in motion unique solutions.

Working together, we can design better systems, resolve persistent problems, and make a more inclusive environment for our students. Everything improves through education. COVID will one day be no more than a painful memory, but the future will continue to test us. I know we will overcome the challenges that arise, but we will not succeed in isolation or competition. It is coming together and sharing ideas that will best build the way to educate the next generation of innovators and leaders. And our coming together will do more than touch on these challenges; it will also bring about networking opportunities to continue that work in the future. The one constant across all ITLC-Lilly events is that I know going in that I'm about to meet individuals who will be colleagues and friends for years to come. I don't know who those individuals are yet, but I will in the coming weeks.

This conference is our third online conference. Our first two online conferences received such positive reviews, primarily due to the amazing participants, that we decided to give it another go. We have created new surprises for you that we're very excited about for this conference. You have certainly noted the event dates for this event are very different than most online conferences. When we were first planning this conference, we questioned why online conferences continued the traditional onsite conference need to have the event on consecutive days. I have consistently found myself tired after just one full day at a teaching conference and desired more time to reflect on my learning. It is also challenging to schedule three to four consecutive days away from work, students, and family. From that discussion, our team of innovators decided we would have a four-day conference, just not on consecutive days. That is how this conference came to be on May 5, 12, 19, 26.

In addition to the ease on cognitive load, it is easier to find time in the week between synchronous sessions to watch a few asynchronous sessions, participate in discussion boards, and connect with presenters if questions arise. This format provides for many innovations in an online teaching and learning conference. We look forward to sharing them with you throughout May.

Events like this one do not happen out of chance. It takes careful planning and a fantastic group of participants. Through all of the emails, readings of presentation proposals, recording of sessions, posting asynchronous sessions, preparing for synchronous sessions, creating poster session materials, and working with campus teams, it was clear that this was going to be a special event. Check out the institutions represented. It is an amazing list as we have faculty members from 140 different educational institutions; we also have 18 campus teams participating. Knowing the financial strain that campuses are facing, we wanted to ensure faculty had an opportunity to engage with colleagues from throughout higher education. To do this, we offered special pricing to allow large groups of faculty members to attend from a campus. As a result, we have campuses at this event, with literally hundreds of their faculty participating.

We also have a few fantastic and carefully vetted sponsors that help to provide funding to run the conference and offer resources for faculty to help facilitate student learning. Our sponsors are an integral part of the conference. Please do check out the Exhibitor Hall to learn about our sponsors and let them know you are a Lilly participant if you use their products. If you know of potential sponsors that demonstrate integrity concerning student educational experiences, please help us make a connection!

Finally, if you feel it is appropriate to do so, please do thank the staff for the work they have put into this event. It would be impossible to host an event such as this without a dedicated team of conference staff. We are not a large group, and although the work done by this group is nothing short of amazing, there will almost certainly be challenges given the size of this event. I assure you that if there is something that does not go as planned for you, this team will be working diligently to make it right. Through the planning for this event, it is evident that I have working with me, a true dream team. Never have I worked with such a bright, dedicated, humorous, and caring group of individuals. This team has a fabulous blend of a strong work ethic and genuine care for others. Every member of this team has sent me more than one email in the middle of the night, or at a crazy early time in the morning. It is a privilege to work each day with everyone on this team.

Over the coming weeks, there will be many opportunities to share with one another. I look forward to each exchange. As I noted earlier in this message, I'm already looking forward to the

new colleagues I will meet in the coming days that I fully expect to remain in contact with for years to come. I know this because I have colleagues right now, whom I have known for over 30 years, that I first met at a Lilly Conference. I wish the same for you.

Wishing you an amazing conference experience,

Meet the ITLC Team

Todd Zakrajsek, Director

Deb Van Etten, Operations

Melanie Collins, Advancement

Kathryn Smith, Technology

The International Teaching Learning Cooperative (ITLC) is dedicated to excellence. We want you to finish the conference with new contacts, new ideas to implement in your classrooms, and a renewed energy for teaching. Please do not hesitate to let us know if we can help you in any way. We want your online conference experience to be valuable and to exceed your expectations!

The Lilly Conference team will be available by phone 919-270-6306, chat, or email registrar@lillyconferences.com throughout the conference.

If you love what you experience at the conference, the faculty development doesn't end here! In addition to conferences, the ITLC Network brings together faculty to advance student learning through ITLC Lilly Conferences, Institutes, and Online Workshops, The Scholarly Teacher Blog, customized workshops and seminars on individual campuses, and mentoring activities. We value our network of colleagues and working with them to reach their professional goals. At ITLC, we take pride in the services and products we offer. We value our clients and look forward to developing long-term relationships with them as they strive to reach their professional goals.

We wish you an excellent conference experience!

Todd, Deb, Melanie and Kathryn

Table of Contents

Conference Information

Within the online Conference Portal, you will find a virtual Welcome Center. The is the conference hub, with links to the following:

- The Conference Schedule
- Live Sessions
- Recorded Sessions
- Discussion Boards
- Virtual Poster Gallery
- Daily Highlights
- FAQ
- The Conference Program
- Raffles: Book Giveaway, Faculty Development Tools, Lilly Swag!
- Exhibitor Hall
- Directory of Participants*
- Office Hours to Chat with the Lilly Team
- Networking Opportunities
- Lilly Lounge: A space for self-care, reflection, and a little conference fun.

Participation in online activities requires that you login as a conference site member.

Member Profiles replace traditional name tags for the online conference. Attendees will be site members and given the opportunity to upload an image or avatar and select the username to appear.

*AS A REMINDER, we do not sell or trade contact information. It is an expectation that the use of contact information is limited to the exchange of information during this event. This is for professional communication only for those of us participating in this forum.

Badges will be linked to profiles, and will identify presenters, ambassadors, discussion board contributors, etc.

In addition to the conference profile badges, we are excited to offer participants digital badges to use on LinkedIn and social media profiles. Your digital badge will identify you as a Lilly Conference participant or presenter and you will be able to download it for use if you wish.

The networking sessions are designed for just that, networking. We encourage you to take advantage of the opportunity to interact with your fellow conference participants. These sessions are fully interactive.

Conference Programming includes both live synchronous presentations and asynchronous presentations, as well as a virtual poster gallery. All conference sessions will be recorded and available through August 31, 2021.

ITLC strives to hold events that provide a community, whereby individuals feel safe to work and interact in an environment that is supportive and focused on the Lilly Conference spirit. As a result, we must insist that individuals who participate in this conference:

- Respect all of their colleagues at the conference and speak in a supportive and nonthreatening way.
- Refrain from self-promotion with the intent to generate income. If an individual at the conference is interested in engaging your services, please ask them to contact you at the conclusion of the conference.

Commercial educational products and other conferences may not be promoted at the ITLC Lilly Conference except by the exhibitors who have agreed to our policies.

Conference drawings will be held May 26th at 5:00 pm EDT and will include: One Free ITLC Lilly Conference Registration Giveaway, Books, Lilly Socks, and other prizes. Winners will be posted on the Raffle page and in the Welcome Center.

We understand the value of networking at conferences and aim to promote collaborations that extend beyond the conferences into lifelong collegial friendships. We have purposefully planned for numerous networking opportunities, including:

- Live Networking Sessions
- Conference Discussion Boards for conversations encompassing teaching, scholarship, leadership, and community

The Exhibitor Wall features exhibitors offering services and products to educators.

The Lilly Conference team will be available by phone 919-270-6306, email registrar@lillyconferences.com, or chat throughout the conference.
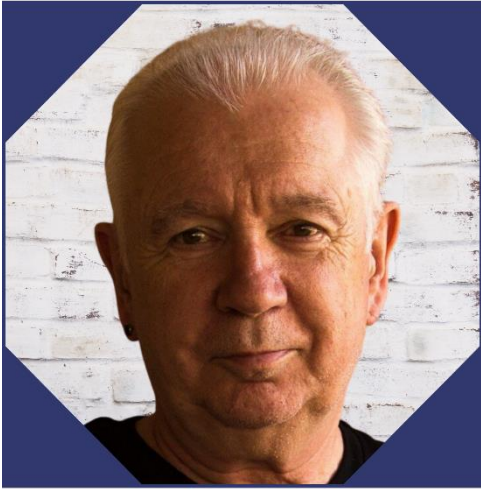
Note of Thanks

We encourage you to send a note of thanks to the individual(s) responsible for your attendance. It is particularly helpful to include one or two very specific changes that will be made in the upcoming semester, any anticipated benefit to students, and mention your willingness to offer a workshop on your campus sharing what you learned from this conference.

You may find a printable thank you in the Welcome Center of the Conference Portal. We have provided sample text for a thank you note below:

> Thank you for the support you provided that allowed me to attend the ITLC Lilly Conference. I was able to network with colleagues from (list one or two peer or aspiration institutions here). Among many things learned at the conference, I discovered (insert achieved personal conference objective) a unique method to assign peer projects that I firmly believe will increase the quality of student work in my senior seminar course and have students to produce more work without greatly increasing the time needed on my part to grade the extra material. Thank you again.

PLENARY PRESENTATIONS

Becoming a White Antiracist
Stephen Brookfield

Stephen is currently Antioch University Distinguished Scholar, Adjunct Professor at Teachers College, Columbia University (New York) and Emeritus Professor at the University of St. Thomas (Minneapolis-St. Paul). His overall project is to help people learn to think critically about the dominant ideologies they have internalized and how these can be challenged. He is particularly interested in methodologies of critical thinking, discussion and dialog, critical reflection, leadership, and the exploration of power dynamics, particularly around racial identity and white supremacy. His twentieth book - Becoming a White Antiracist – (with Mary Hess), will be published by Stylus Publishers in Spring 2021.

The problem of race is the problem of whiteness, specifically the fact that whites like Stephen Brookfield spend much of their life unaware of how the institutions and communities they move through are structured in favor of whites. In this presentation Stephen examines the key indicators of white identity, how whites can prepare to engage in race talk, the do's and don'ts of teaching about race and what represents white ally-ship. He will use his own autobiography as a race-blind, 'good white' to illustrate the dynamics and contradictions of becoming a white antiracist.

By the end of this session, participants will be able to:

1. Explain the elements of white identity to interested colleagues.
2. Identify the steps needed for whites to prepare to engage in race talk.
3. Plan to avoid the most common mistakes as whites talk about race.

The Call Is Coming from Inside the House: How Grades Can Undermine Learning and Jeopardize Our Students' Wellbeing
Josh Eyler

Josh Eyler is Director of Faculty Development and Director of the Thinkforward Quality Enhancement Plan at the University of Mississippi, where he is also on the faculty in the Department of Writing and Rhetoric. He previously worked on teaching and learning initiatives at Columbus State University, George Mason University, and Rice University. His research interests include the biological basis of learning, evidence-based pedagogy, and disability studies, and he is the author of How Humans Learn: The Science and Stories behind Effective College Teaching (WVU, 2018).

Getting a good grade is supposed to be a marker of excellence, but research shows that grades diminish our intrinsic motivation and emphasize the outcome rather than the process that leads to what researchers refer to as deep learning. Even worse, rates of anxiety and depression have spiked dramatically, and academic stress tied to grades is a leading cause of this escalation. In this talk, Eyler will offer a range of strategies we can try, both in our classrooms and at the institutional level, in order to mitigate the damaging effects of grades.

By the end of this session, participants will be able to:

1. Understand the landscape of research on grades and the effects of grades on learning and wellbeing.
2. Assess a variety of progressive grading models.
3. Develop ideas for implementing an evaluation strategy in their own courses.
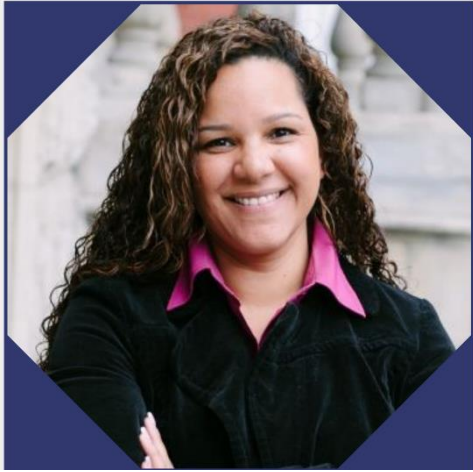
Creating Culture Presence: Climate, Community, and Coursework
Courtney Plotts

Dr. Courtney Plotts is a certified/licensed school psychologist who writes and speaks about culturally responsive teaching and community building in online spaces. She has written two books on Latino and Black culture and online spaces. She is currently the National Chair of the Council for At Risk Student Education and Professional Standards. She has been recognized by the California State Legislature for A Bold Commitment to Change and Education. She offers workshops on topics related to building community and culture in online and face to face spaces, effective culturally responsive teaching, and best practices. Dr. Plotts' work was highlighted in the book Small Teaching Online by Flower Darby.

This interactive workshop will highlight practical solutions for creating psycho-educational practices that are embedded in culturally responsive teaching for online spaces. Participants will learn about a new model and applications for culturally responsive teaching and standards that support such practices.

By the end of this session, participants will be able to:

1. Identify the five important areas of cultural responsiveness in online teaching.
2. Demonstrate concepts of culturally responsive teaching that support pro-academic behavior.
3. Apply at least one technique within their course or department.

Creating a New Normal That Enhances Student Learning
Todd Zakrajsek

Dr. Todd Zakrajsek is an Associate Professor in the Department of Family Medicine at The University of North Carolina at Chapel Hill, where he serves as the Associate Director of the Faculty Development Fellowship Program. In addition to his work at UNC providing resources for faculty on various topics related to teaching/learning, leadership, and scholarly activity, Todd serves on several educationally-related boards charged with creating resources and opportunities related to teaching and learning.

Shortly after the COVID Pandemic started, many questioned when life would get "back to normal." The conversations then shifted from when to if we would be able to get back to normal. Over the past few months, the sentiment has shifted from "back to normal" to a "new normal," whatever form that may take. In higher education, the new normal has tremendous potential. This session looks at what we learned through emergency remote teaching, zoom sessions, and online testing. With such information, we can proactively shape the new normal to enhance student learning.

By the end of this session, participants will be able to:

1. Describe 3 major factors impacting how teaching will likely change in the coming academic year.
2. Alter at least one current teaching practice to align with recently emerged educational challenges.
3. Describe new potential challenges likely to emerge in the coming academic year.

Synchronous Sessions

Stephanie Foote, **Metacognitive Teaching**

Bridget Arend, **Bloom and Beyond**

Chavella Pittman, **10 In the Moment Responses to Acts of Student Incivility**

Spencer Benson, **Fostering Inclusive Learning Spaces**

JoAnne Bullard, **Cultivating Resilience in the Classroom**

Harriet Schwartz, **Connected Teaching**

Juli Charkes, Mitch Fried, & Sabrina Timperman, **Community and Creativity in Pedagogical Spaces**

Milton D. Cox, **Creating and Sustaining Face-to-Face and Virtual FLCs**

Terry Doyle & Brendan Doyle, **Preparing the Brain for Learning**

Andrew Estrada Phuong, **Adaptive Equity-Oriented Pedagogy**

Jimmy Fleming, Kyle Zegarac, **How to Take Notes for Effective Learning**

Billie Franchini, **Asynchronous Online Discussions that Change Student Thinking**

Kathleen Gabriel, **Embracing Student Diversity in the Midst of Our Society's Strife**

Rachel Hammond, **Developing Social Presence**

Christine Harrington, **Keeping Us Engaged**

Ben Laptad, **Delivering Engaging Online Courses**

Jonathan Sherman, **How Peer Evaluation Significantly Reduces Grade Disputes**

Kathryn Smith & Todd Zakrajsek, **Building Community in Online Classrooms**

Jennifer Stanigar & Maria Gallardo, **Building a Productive, Supportive Cohort During COVID-19**

Marnie Vanden Noven, Michael Hudson & Mary Clark, **The Struggle is REAL!**

Networking Sessions:

Discussions on Staying Excited about Our Fields

Colleague Support System

Gaming

Lilly Ambassadors

Ambassadors are active Lilly attendees whose teaching practices are informed by established pedagogy and embraces innovation. Ambassadors are representatives of the ITLC/Lilly brand; they are very familiar with Lilly Conferences and will be presenting and participating in sessions throughout the conference. If you have any questions about the Lilly Conference experience, be sure to seek them out!

2021-22 ITLC LILLY AMBASSADORS

2021-2022 Conference Proposal Reviewers

All conference presenter proposals undergo a blind peer review. Conference reviewers must have attended past ITLC Lilly Conferences, have 2 years of teaching experience, and the ability to self-pace to meet deadlines. If interested please contact us at registrar@lillyconferences.com

Michelle Bartlett, North Carolina State University
NC STATE UNIVERSITY

David Betancourt Cerritos College
Cerritos College

Molly Brennan, University of Michigan Flint
M FLINT

Ian C Brown, Wake Technical Community College
WAKE TECH COMMUNITY COLLEGE

Breanna Chycinski, Grand Valley State University
GRAND VALLEY STATE UNIVERSITY

Kristen Conte, Baker College
Baker College Since 1911

Michelle L Davis, Lamar State College-Port Arthur
LSCPA LAMAR STATE COLLEGE • PORT ARTHUR

Chrystal Dean, Appalachian State University
Appalachian STATE UNIVERSITY.

Marta Diaz, Lake Superior State University
LAKE SUPERIOR STATE UNIVERSITY

Jeni Dulek, Pacific University
Pacific University Oregon

Peter Eberle, The Pennsylvania State University
PennState

Raghu Echempati, Kettering University
Kettering UNIVERSITY

Beth Edwards, The Pennsylvania State University
PennState

Billie Franchini, SUNY Albany
UNIVERSITYATALBANY State University of New York

Carlos Goller, North Carolina State University
NC STATE UNIVERSITY

Rachel Hammond, Cornerstone University
Cornerstone UNIVERSITY.

Kyle Heys, Calvin University
Calvin UNIVERSITY

Cheryl Hoy, Bowling Green University
BGSU

Cub Kahn, Oregon State University
Oregon State University

Mary Jo Keiter, Harrisburg Area Community College
HACC Founded in 1964

Ann Martinelli, Penn State University

Clare McNally, University of Melbourne

Richard Minoff, University of the Sciences

Pamela Monaghan-Geernaert Northern State University

Carl S Moore, The University of the District of Columbia

Comfort O. Okpala, North Carolina A&T State University

Joseph Onyeocha, South Carolina State University

Timothy Ottusch, University of Arizona

Beena G. Patel, Community College of Philadelphia

Mike Pinter, Belmont University

Dipalai Puri, Juniata College

Veronica Rice McCray, Western Michigan University

Cassandra Sachar O'Sullivan, Bloomsburg University

Terry Silver, University of Tennessee, Martin

Mary Ann V. Smith, Penn State, Schuylkill

Marla Thompson, Life University

Conference Schedule

Wednesday, May 5th

12:00 - 1:00 PM EDT
Game Changing Teaching Tips: Metacognition

1:00 - 2:00 PM EDT
Courtney Plotts, Creating Culture Presence

2:15 - 3:00 PM EDT
Stephanie Foote, **Metacognitive Teaching**

Chavella Pittman, **10 In the Moment Responses to Acts of Student Incivility**

3:15 - 4:00 PM EDT
Harriet Schwartz, **Connected Teaching**

Bridget Arend, **Bloom and Beyond**

4:15 - 5:00 PM EDT
Kathryn Smith, Todd Zakrajsek, **Building Community in Online Classrooms**

8:00 - 9:00 PM EDT
Networking: Discussions on Staying Excited about Our Fields

Wednesday, May 12th

12:00 - 1:00 PM EDT
Game Changing Teaching Tips: Instilling a Growth Mindset

1:00 - 2:00 PM EDT
Stephen Brookfield, Becoming a White Antiracist

2:15 - 3:00 PM EDT
Milton D. Cox, **Creating and Sustaining Face-to-Face and Virtual FLCs**

Billie Franchini, **Asynchronous Online Discussions that Change Student Thinking**

3:15 - 4:00 PM EDT
JoAnne Bullard, **Cultivating Resilience in the Classroom**

Kathleen Gabriel, **Embracing Student Diversity in the Midst of Our Society's Strife**

4:15 - 5:00 PM EDT
Ben Laptad, **Delivering Engaging Online Courses**

8:00 - 9:00 PM EDT
Networking: Colleague Support Systems

Wednesday, May 19th

12:00 - 1:00 PM EDT
Game Changing Teaching Tips: Best Free Ed Tech Tools to Engage Students

1:00 - 2:00 PM EDT
Josh Eyler, How Grades Can Undermine Learning and Jeopardize Our Students' Wellbeing

2:15 - 3:00 PM EDT
Marnie Vanden Noven, Michael Hudson & Mary Clark, **The Struggle is REAL!**

Spencer Benson, **Fostering Inclusive Learning Spaces**

3:15 - 4:00 PM EDT
Christine Harrington, **Keeping Us Engaged**

Juli Charkes, Mitch Fried, Sabrina Timperman, **Community and Creativity in Pedagogical Spaces**

4:15 - 5:00 PM EDT
Jonathan Sherman, **How Peer Evaluation Significantly Reduces Grade Disputes**

8:00 - 9:00 PM EDT
Networking: Gaming

Wednesday, May 26th

12:00 - 1:00 PM EDT
Game Changing Teaching Tips: Must Includes for the First Day of Class

1:00 - 2:00 PM EDT
Todd Zakrajsek, Creating a New Normal That Enhances Student Learning

2:15 - 3:00 PM EDT
Terry Doyle, Brendan Doyle, **Preparing the Brain For Learning**

Andrew Estrada Phuong, **Adaptive Equity-Oriented Pedagogy**

3:15 - 4:00 PM EDT
Rachel Hammond, **Developing Social Presence**

Jennifer Stanigar & Maria Gallardo, **Building a Productive, Supportive Cohort During COVID-19**

4:15 - 5:00 PM EDT
Jimmy Fleming, Kyle Zegarac, **How to Take Notes for Effective Learning**

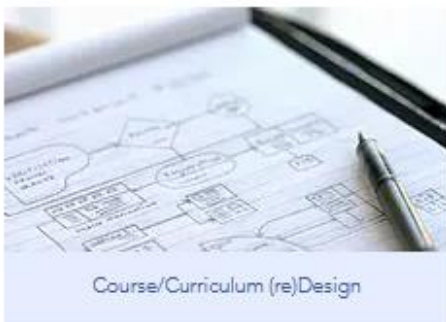# Asynchronous Sessions by Track

Assessment

Blended Learning Design

Classroom Community/Culture

Course/Curriculum (re)Design

Educational Theory/Pedagogy

Faculty Development Programming

Instructional Strategies

Open Resources and Curating Content

Teaching Online

Universal Design & Design Equity

Resiliency

Listing of Presenters by Track

Assessment

Specifications Grading in a Skills Lab Course
Sandy Diec, Texas A & M University
Merlyn Joseph, Texas A & M University

Using Reflection to Promote Social Justice in Coursework and Beyond
Stephanie Garrone-Shufran, Merrimack College

Specifications Grading: Ungrading: Outcomes: Heart
Jennifer McCrickerd, Drake University

Promoting Digital and Visual Literacy Through Multimodal Project
Silvia Bartolic, University of British Columbia

The Benefits of Using an Audience Response System in Class
Frank Spors, Western University of Health Sciences

Effective Feedback: Building a Community of learners
Natalia Yevgenyevna Collings, Central Michigan University

Customizing Classroom Assessment Techniques for Online Teaching and Learning
Diane Chapman, North Carolina State University

Implementing Student Self-assessment to Motivate and Enhance Achievement
Karen Pezzolla, Bloomfield College
Michelle Anderson, Aquinas College

Teaching Compassion in the Age of COVID-19
Emily Coderre, University of Vermont

The Assessment Blueprint - Aligning Learning Outcomes and Assessments
Alisha Malloy, North Carolina Central University
Laurell Malone, North Carolina Central University

Developing Generic Skills and Feedback Literacy Through Assessment
Wasana Karunarathne, The University of Melbourne

Service Leadership Education: Teaching Non-Journalism Major to Interview Para-Athletes
Lai Yu "Bonnie" Chiu, Hong Kong Baptist University

Blended Learning Design

Why and How to Make Your Own Teaching Videos
Christopher DeFraia, Ferris State University

Engaging STEM Students in the Remote Learning Classroom
Miriam Ferzli, North Carolina State University

Enhancing Equitable Online Condensed Course Learning Through Backward Design, including Meta-Learning
Diane F. Morean, Elmhurst University
Katherine H. Cassidy, Cleveland Metropolitan School District

Reconfiguring: Emerging Models of Integrated Course Design for the Post-COVID World
Michael Tews, The Pennsylvania State University
Laura Cruz, The Pennsylvania State University

Classroom Communities

Addressing Big Questions: Determining Professional Goals at a Time of Crisis
Darlene Carbajal, University of the Incarnate Word

Engagement and Motivation through Best Practices in Self-Determined Learning
Edwina Helton, Indiana University East

Beyond Competence: Cultivating Cultural Humility in Nursing Education
Joan Humphrey, The Pennsylvania State University

Tearing Down the Virtual Walls: Reimaging Social-Emotional Learning
Amanda Nelms, Belmont University

Impact of Transition to Remote Teaching on Working Graduate Students
Kesha Baptiste-Roberts, Morgan State University
Sharon Barrett, Morgan State University

Acting Out: Facilitating Cultural Humility Through Client-Based Case Studies
Yi-An Burleson, The Pennsylvania State University
Laura Cruz, The Pennsylvania State University

Fostering Sense of Classroom Community Belonging In A Project-Based Course
Angela Forde, Michigan State University
Shari L Dann – SUNY, ESF

Using the Syllabus to Foster a Supportive Campus Environment
Naomi Jeffery Petersen, Central Washington University

Academic Success Course/Curriculum Design

Addressing the Replication Crisis While Teaching Research Methods in Psychology
Amanda C. Egan, Marian University Indianapolis

SUNY Exploring Emerging Technologies for Lifelong Learning and Success (#EmTechMOOC)
Roberta "Robin" Sullivan, University at Buffalo

Raising STEM Interest Among Underserved Youth Through Problem-based Learning
Jaymee Nanasi Davis, University of Hawaii Maui College
Nahid Nariman, Director of Research, TIDES

Who needs writing? Engaging STEM Majors in Public Science Writing
Jennifer Osterhage, University of Kentucky
Katherine Rogers-Carpenter, University of Kentucky

Active Learning through the Flipped Classroom: Success, Failure, or Both

Jessica Peacock, Merrimack College
Kathryn Lewis, American International College

Silver and Gold: Students Learn to Analyze Metagenomes with Kbase
Jason Whitham, North Carolina State University
Rose Krebs, North Carolina State University
Megan Boland, North Carolina State University
Carlos Goller, North Carolina State University

Clients and Experiential Learning
Melinda Adams, University of the Incarnate Word

Facilitating Cross-institutional Student Scholarship in the Conservation Science Classroom
Diana Lafferty, Northern Michigan University
Erin McKenney, North Carolina State University

Developing Intercultural Competency Skills through a Global Active Learning Project
Richard T. Minoff, University of the Sciences

The Thesis Is in the Table
Arna Shines, Tougaloo College

Educational Theory

Empowering Student Voice: Using Open Pedagogy to Motivate First-year Students
Eric Werth, University of Pikeville
Katherine Williams, University of Pikeville

Peer Teaching: Mastering Concepts Through Active Learning
Sherry Lin, Texas A & M University

Social Justice Issues Across Disciplines: Collaborative Teaching and Integrative Learning
Nikki McGary, Naugatuck Valley Community College
Kathy Taylor, Naugatuck Valley Community College

Improving Pedagogy through Faculty-Student Collaboration
Molly Robinson, Lewis & Clark College

Teaching and Learning Without Grading
Barry Sharpe, Western Governors University
Shannon Scotece, Western Governors University

Building Better Teachers: Metacognition Enhances Student Transfer to Higher Education
Anton Tolman, Utah Valley University
Nathan Martin, Utah Valley University
Greg Mullen, Exploring the Core

Designing for Experienced-Based Learning: A Neuroscientific, Pedagogically Sound Framework
Nancy Winfrey, North Carolina A&T State University
Audrey Dentith, North Carolina A&T State University

An Experiment in Outdoor Learning in the Time of COVID
Christopher D. Johnson, University of Tennessee at Chattanooga
Bengt Carlson, University of Tennessee at Chattanooga

'Scaffolding' Student Learning in General Chemistry for Online Synchronous Classes
Madhu Mahalingam, University of the Sciences
Elisabetta Fasella, University of the Sciences

Learning to Support and Sustain Cultural (and linguistic) Diversity: Perspectives of Preservice Teachers
Ann Martinelli, The Pennsylvania State University
Roxanna Senyshyn, The Pennsylvania State University

A "Back to the Studs" Pandemic Teaching Philosophy
Shannon Murray, University of Prince Edward Island
Jessica Riddell, Bishop's University
Lisa Dickson, University of Northern British Columbia

Faculty Development Programming

Discipline-Based Community of Practice in Public Relations and Advertising
Kara Chan, Hong Kong Baptist University
Fei Fan, Hong Kong Baptist University
Lei Huang, Hong Kong Baptist University

Creating More Inclusive Classrooms: Applying Stereotype Threat Interventions
Brian C Smith, JD, PhD
Sal Meyers, Simpson College

Modeling Learner Centered Pedagogy Through Faculty Centered Professional Development
Kim Calebs, Kentucky Community and Technical College System

Strategies for Developing a Faculty Mentoring Program
Tiffany Cresswall-Yeager, Gwynedd Mercy University
Antonio Duran Auburn University

Writing About Teaching (Together): Implementing Virtual Writing Communities Under COVID-19
Laura Cruz, The Pennsylvania State University
Ted Murcray, California Baptist University
Marina Smitherman, Dalton State College
Adam H Smith, The Pennsylvania State University
Eileen Grodziak, The Pennsylvania State University
Beth Edwards, The Pennsylvania State University
Brendaly Drayton, The Pennsylvania State University
Laura Guertin, The Pennsylvania State University
Noel Habashy, The Pennsylvania State University
Martha Strickland, The Pennsylvania State University
Kris McLain, The Pennsylvania State University
Gizelle Dean, The Pennsylvania State University
Maureen Ittig, The Pennsylvania State University
Lisa Jo Elliott, The Pennsylvania State University

Pathways to Higher Ed Leadership
S. Pixy Ferris, William Paterson University
Kathy Waldron, William Paterson University

Managing REU in between Two Institutions During a Pandemic
Sayonita Ghosh Hajra, California State University, Sacramento

PRAE-Professional Reciprocal Altruism in Education: Aligning Values, Attitudes, & Mindsets
Kimberly Greene, Brandman University
Jessica Bogunovich, Brandman University
Carlos Guzman, Brandman University

A Case Study of SoTL Leaders as Catalysts Toward Institutionalizing SoTL Cultural Change
Dayna Henry, James Madison University

A Teaching and Learning Academy for Faculty by Faculty
Gale Spear, Austin Community College
Courtney Mlinar, Austin Community College
Jeff Johannigman, Austin Community College

Small Steps, Big Benefits: Taking Equity into Your Classroom
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Carlos C. Goller, North Carolina State University
Jason Whitham, North Carolina State University
Erin McKenny, North Carolina State University

Videos for Teaching Undergraduates about Stereotypes and Bias
Sal Meyers, Simpson College
Pascasie Redhage, Simpson College
Keyword Search: stereotypes, diversity, videos

The Use of Open Access Educational Resources to Enhance Student Engagement and Learning in Introductory College Classes
Zeliha Ozdogan, The Pennsylvania State University Harrisburg

Faculty Motivation and Concern During a Campus-wide Free Textbook Initiative
Katherine Williams, University of Pikeville
Rachel Messer, University of Pikeville
Eric Werth, University of Pikeville

Resiliency

Education for Emotional Rigor: The Pedagogy of Mindful Self-Care
Jacquelyn Lee, University North Carolina Wilmington
Keyword Search: mindfulness, self-care, pedagogy

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Jaquelyn Lee, University North Carolina Wilmington
Anne Pemberton, University of North Carolina Wilmington

COVID Casualties? Student Perception of Clinical Education During a Global Pandemic
Pamela Pologruto, The Pennsylvania State University
Jennifer Jewell, The Pennsylvania State University
Laura Cruz, The Pennsylvania State University

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Don't Leave YOU Out of Your Online Class
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Beth Shepherd, North Carolina State University

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Laura Ellis-Lai, Texas State University

Online Exam Integrity: Alternatives to Remote Proctoring
Ed Gehringer, North Carolina State University

Student Experiences and Recommendations from Transitioning to Emergency Remote Instruction
Melissa Hendrickson, North Carolina State University
Alyssa Degreenia, North Carolina State University

Engage Art Students in a Full Online Course with Creative Tools
Jingtian Li, University of the Incarnate Word

Teaching Research to Future Business Educators Online
Scott Mehall, Bloomsburg University
Jeremy Jeffery, Bloomsburg University

Virtual Visits: Designing Online Field Trips in Environmental Science Courses
Megan Lupek, North Carolina State University

I Know My Stuff, Really! Sharing Professor Content Knowledge Online
Karen Moroz, Hamline University

Passive or Productive? Maximizing Productivity in Virtual Groups
Colleen Packer, Weber State University

Connections, Concepts, Concrete Practice, & Conclusions: 4 C's of E-learning
Eugenia P. Roberts, Midwestern University
Bradley S. Roberts, Midwestern University Denise A. Mills, Midwestern University

Bringing Online Course Design Forward: Applying Across all Disciplines
Carrol Warren, North Carolina State University
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Vanessa Hull, University of Florida

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Joie Marhefka, The Pennsylvania State University

Real World Case Study Design for a Complex World
Maung Min, The Pennsylvania State University
Laura Cruz, The Pennsylvania State University

Jennifer Parker, The Pennsylvania State University

Supporting and Promoting Student Success in Higher Education
Marilyn Moore, National University

Game On! Increasing Student Engagement Through Gamification
Nephy Samuel, Texas A & M University

Best Practices for Use of Exemplars for Assignment Completion
Jennifer Summers, University of St. Augustine for Health Science

The Audacity of Edutainment: Course-casting Engagement for Learners
Jeff Walter, West Coast University Texas

How Do I Begin the Conversation: Fostering Interprofessional Communication Through Experiential Learning?
Leslie Womeldorf, The Pennsylvania State University

Universal Design

A Return to Humanity in Teaching
Stephanie Foote, John N. Gardner Institute for Excellence in Undergraduate Education

Ensuring Accessibility and Equity in Learning in Online College Courses
Courtneay Kelly, University of Lynchburg
Mina Chun, University of Lynchburg
Deanna Cash, University of Lynchburg

Practices for Making an Online Course Accessible to All Students
Sheryl Burgstahler, University of Washington

Conference Abstracts

Conference Abstracts Are Listed in Alphabetical Order of the First Presenter's Last Name

Each listing is formatted in this order:

- Title of the session
- Presenter(s) name and affiliation
- Keyword Search: terms related to the subject or found within the abstract; this is a searchable document
- Written abstract describing the presentation
- Outcomes: what viewers will gain by participating/viewing the presentation.

Clients and Experiential Learning
Melinda Adams, University of the Incarnate Word
Keyword Search: experiences, experiential learning, applied knowledge

When teaching pattern making through draping, a traditional approach has been used. To increase application, students were required to design and create garments for real people. Experiential learning requires students to think and apply knowledge in new ways. The opportunity to work with a client in a low-risk situation provides valuable experience and reinforcement of topics and development of professional skills. Students had the opportunity to use skills in a practical setting. Clients mentioned it was a fabulous experience. As faculty, students put more effort into their project and mentioned not wanting to disappoint their client.
Outcomes:
1) Create an experiential learning project for their class.
2) Understand how learning through experiences provides a greater impact.
3) See the importance of including real work projects for students.

Bloom and Beyond: Expanding Our Ideas About Learning Outcomes
Bridget Arend, University of Denver; Intentional College Teaching
Keyword Search: Bloom's cognitive taxonomy, Fink's taxonomy of significant learning, facets of understanding

Many college educators are familiar with Bloom's Taxonomy of the Cognitive Domain. Likewise, many instructors are comfortable supporting outcomes that closely align with cognitive goals such as acquiring foundational knowledge, understanding, and applying knowledge. However, our hopes for student learning often go well beyond these concepts. We also want students to appreciate literature, to recognize their own biases, to feel like they are good at math, or to have empathy for others. More recent learning categorizations such as Fink's Taxonomy of Significant Learning and Wiggins and McTighe's Facets of Understanding can empower instructors to articulate and use these valuable goals.
Outcomes:
1) Compare the common learning outcome taxonomies for college teaching.
2) Explore less-familiar learning goals such as those relating to Human Dimension, Caring, and Learning How to Learn.
3) Analyze their learning outcomes for a course through the lens of different taxonomies.

Impact of Transition to Remote Teaching on Working Graduate Students
Kesha Baptiste-Roberts, Morgan State University

Sharon Barrett, Morgan State University
Keyword Search: adult learners, remote instruction, working graduate students

Adult learners frequently report experiencing fatigue, hunger, difficulty with concentration in the classroom after completing an 8-hour workday and a stressful commute from the job to the campus. The pandemic resulted in a shift in the mode of course delivery eliminating several sources of the challenges frequently reported by adult learners. However, this shift to remote instruction within the students' household also produced another set of challenges. This session describes the new challenges and the strategies employed by the students and the instructors to address these challenges.

Outcomes:
1) Identify the challenges of adult learners with remote course delivery.
2) Discuss strategies employed by instructors to address the challenges of remote course delivery among adult learners.
3) Discuss strategies employed by adult learners to address the challenges of remote course delivery.

Impact of the Aficionado: Online Learner's Perceptions of Learning Online
Michelle Bartlett, North Carolina State University
Carroll Warren, North Carolina State University
Keyword Search: online learning, learner perception, online course design

With 93% of all learners learning from home in August of 2020 (McElrath, 2020) there is an opportunity to understand what online learners report are their most beneficial online learning experiences. Whether online learners were brand new to the experience or seasoned online students, what works for them is helpful for course designers and online facilitators to consider when designing and delivering online courses. Participants ranging from higher education students to workplace learning professionals shared the experiences where they felt they learned the most in online learning. This presentation session will cover what was discovered in their stories.

Outcomes:
1) Recognize what online course experiences that students report as impactful.
2) Identify strategies to incorporate research findings in their own course design.
3) Develop a shared resource to pull from post-conference around online course design that impacts student connection and learning.

Promoting Digital and Visual Literacy Through Multimodal Project
Silvia Bartolic, University of British Columbia

Keyword Search: multimodal, digital literacy, assessment

In today's digital information society, ways of knowing are pervasively carried out through new media formats; video, audio, animation, images, etc. The New London Group (1996) first introduced the term "multiliteracies" and promoted the idea that "all meaning-making is multimodal." This proposal addresses multimodal ways of learning and the urgent need for students to engage in digital literacy skills. Faculty often struggle with how to design multimodal assignments and how to assess these projects in relation to traditional written assignments. We explore approaches to multi-modal assessment and examine student perceptions of a multimodal assignment in an undergraduate social science course.
Outcomes:
1) Showcase examples of multimodal assessment forms that can be incorporated into course assignments.
2) Provide suggestions for assessment and grading, highlighting examples of rubric components for multimodal projects.
3) Discuss highlights of student perception data collected from several iterations of a family sociology course integrating a multimodal project.

Student Vulnerability Amidst the Covid-19 Pandemic: Multi-Institutional Evidence
Silvia Bartolic, University of British Columbia
Keyword Search: Covid-19, multi-institutional study, student vulnerability

We explore how the transition to remote instruction due to the Covid-19 pandemic impacted student learning within higher education institutions. Our evidence is based on approximately 3,000 responses from students studying at seven international higher education institutions located in five countries worldwide (Bartolic & Guppy, 2021). We examine how student characteristics and their living arrangements through the transition to remote instruction, affected their ability to learn. We investigate whether a digital divide (Van Dijk, 2020) among students occurred and whether the latter had an impact on their perceived educational success. We consider how students' confidence was impacted by this transition.
Outcomes:
1) Examine how the rapid transition to remote instruction was handled by students from differently positioned backgrounds.
2) Explore if a digital divide among students impacted their ability to learn in a fully online environment.
3) Consider how challenges in living situations created by the transition to remote instruction affected students' confidence levels in their ability to learn.

Fostering Inclusive Learning Spaces: Managing Inclusive Teaching and Implicit Bias
Spencer Benson, University of Maryland College Park; Education Innovations International, LLC
Keyword search: inclusivity, implicit bias, learning space

This three-part interactive session will look at the role that implicit bias plays in fostering inclusive teaching and learning spaces. In the first part we will discuss inclusive teaching and learning spaces, implicit bias, how they interact by reviewing current understandings of implicit biases and inclusive teaching/learning spaces. We will then share examples of implicit bias life and how it often affects the behavior of ourselves, our students and teaching and learning. In the final section we will brainstorm ways to identify and counterbalance implicit biases and how to foster more inclusive environments for teaching and learning.
Outcomes:
1) Participants will reflect on how implicit bias affects student learning.
2) Participants will be able to describe and recognize implicit biases in themselves and others.
3) Participants will be able to adapt/develop approaches that foster inclusive learning spaces.

Post-Pandemic: What Will We Keep?
David Betancourt, Cerritos College
Keyword Search: face-to-face instruction, online teaching, course design

Are there aspects of the current online teaching platform that we might continue to use once face-to-face instruction resumes? What will we keep? This session will focus on sharing teaching best practices, technologies, and mindsets/beliefs, that have been developed or underscored during the pandemic that can continue to benefit the teaching and learning process as we move forward and transition back to a face-to-face platform.
Outcomes:
1) Become familiar with cross-over practices and technologies in virtual and F2F teaching and learning
2) Clarify self-understanding of mindsets/beliefs when discussing crossover practices of virtual and F2F teaching and learning.
3) Shortlist two -three crossover practices to consider for implementation.

Google Forms Enhance Peer Feedback in Speech Class
Sally Blomstrom, Embry-Riddle Aeronautical University
Claudia Cornejo Happel, Embry-Riddle Aeronautical University
Keyword Search: peer feedback, speeches, Google docs

Peer feedback for speeches provides students opportunities to increase awareness of assignment requirements, provide constructive feedback, and develop better listening skills. During Spring 2021, students used a Google Form to provide peer feedback, replacing the pre-Covid paper-based approach. Students commented on each speech responding to three prompts indicating aspects they liked, suggestions for the speaker, and completeness of citations. Literature suggests Google Docs contribute to students' engagement in peer feedback for writing. This pilot study confirmed that compared with hand-written feedback, comments using Google Forms were more detailed, related directly to assignment instructions, and indicated students were using listening skills.

Outcomes:

1) Evaluate benefits and challenges of using Google Forms for peer feedback on speeches.
2) Identify strategies for developing students' listening skills through peer feedback.
3) Create instructions for peer feedback using Google Forms.

Use of Simulation to Improve Empathy Among Undergraduate Students

Steven Bowen, Allen College
Keyword Search: empathy, simulation, learning

College-aged students' propensity for empathy has dropped significantly in the last few decades. There is a correlation between this drop and dismissive attitudes towards others. College-aged students are less likely to show empathy to people outside their peer-group. Several studies have identified ways to improve understanding and empathy. These studies focused on simulated activities to increase awareness. This study had participants wear simulated aging devices while performing daily tasks. A pre-posttest design was utilized for the first part of the study. The second part used a focus group of participants to ascertain the level of empathy gained through the experience.

Outcomes:

1) Describe the role of simulation to improve learning outcomes.
2) Assess the value of simulated activities in undergraduate coursework.
3) Describe potential application of simulations in coursework.

Using Student-Generated Critical Thinking Questions as Class Preparation Assignments

Steven Bowen, Allen College
Keyword Search: critical thinking, student preparation, learning

Ensuring students have adequately prepared for class seems to be a challenge in higher education. Indeed, the literature has myriad studies exploring various ways to improve student

preparation and involvement with course material. Similarly, there has been a push for improving critical thinking among students as we move beyond superficial learning to meaningful application of material. As students enter graduate school, these skills become vital for success in their education and when they enter the workforce. This presentation discusses use of student-generated, critical thinking questions as their class preparation activity to improve engagement with complex material.

Outcomes:
1) Articulate the value of student-generated critical thinking questions.
2) Evaluate questions based on critical thinking criteria.
3) Create critical thinking questions that promote discussion.

Practices for Making an Online Course Accessible to All Students
Sheryl Burgstahler, University of Washington
Keyword Search: disability, accessibility, universal design

In a pandemic-driven rush to pivot from on-site to online offerings world-wide, one issue was often overlooked: how to ensure that digital learning curriculum and pedagogy are fully inclusive of students with disabilities. The presenter of this session will share evidence-based practices for designing online courses that are accessible to and inclusive of all students, including those with disabilities, as well as references to resources for learning more. Applying the content of this session can contribute to reaching diversity, equity, and inclusion goals at any educational organization.

Outcomes:
1) Describe the meaning of universal design (UD) in the context of online learning.
2) Describe three strategies for making an online course accessible to all potential students.
3) Discuss how the UD framework can be adopted by an online learning program or institution.

What Students are you Excluding from your Online Course?
Sheryl Burgstahler, University of Washington
Keyword Search: disability, accessibility, online learning

Many online courses are not accessible to students with some types of disabilities even though accessibility is required by federal laws and hundreds of civil rights cases have required that institutions make online courses accessible. This poster shares results of an exploratory study about the accessibility of online learning, examples of assistive technology students with disabilities use to engage online, implications for practice, evidence-based tips for

creating an accessible online course, and resources for further exploration of this topic. Attending to this issue will result in more equitable and inclusive online offerings.

Outcomes:

1) Share two examples of assistive technology students might be using in a course.
2) Share four practices that will result in a more accessible course.
3) Describe how the universal design approach differs from providing an accommodation.

Acting Out: Facilitating Cultural Humility Through Client-Based Case Studies

Yi-An Burleson, The Pennsylvania State University

Laura Cruz, The Pennsylvania State University

Keyword Search: cultural humility, multicultural understanding, case studies

U.S. health care providers are working in increasingly diverse environments, so multi-cultural communication has emerged as a central skill for counseling/psychology students to develop as undergraduate students. This session focuses on the development and implementation of a series of client-based case studies that guide undergraduate psychology students to practice cultural humility when working with clients of different ages, backgrounds, sexual orientation, gender identity, language and other cultural characteristics. The students navigate a series of increasingly complex cases through in-class or pre-recorded role play; the analysis of which sheds light on the challenges and opportunities inherent in fostering cross-cultural understanding.

Outcomes:

1) Become proficient in using multicultural case studies (as roleplay) in their own classrooms.
2) Critically evaluate the development of cultural humility as a learning process.
3) Gain experience integrating theory and practice into inclusive teaching practice.

Modeling Learner Centered Pedagogy Through Faculty Centered Professional Development

Kim Calebs, Kentucky Community and Technical College System

Keyword Search: faculty development, online learning, professional development

Faculty preparation to teach online is more likely to positively impact teaching practice when it focuses on well-defined competencies, models the same level of course quality that faculty are expected to deliver to their own students, and demonstrates an awareness of appropriate pacing and sequencing. This session provides a simple framework for educational developers to ensure that their professional development interventions are designed to model quality online teaching and learning. This faculty centered approach translates to emotional and

cognitive empathy for students as faculty experience online learning environments and leads to greater willingness to commit to improving online course quality.

Outcomes:

1) Recognize characteristics of faculty centered professional development through explanation and example.
2) Use a short checklist to determine if a professional development intervention demonstrates these characteristics.
3) Identify adjustments that can be made to existing professional development to make it more faculty centered.

The Ideal Brew: Student-Created Case Studies for Course Improvement

Miles Calzini, North Carolina State University

Carlos Goller, North Carolina State University

Claire Gordy, North Carolina State University

Keyword Search: case studies, asynchronous, sustainability

Engagement and community building in online lab-based courses are challenging. Through collaborative data analysis and co-creation of non-throwaway assignments, learners in an asynchronous yeast metabolic engineering (YME) course made novel discoveries and used case studies to learn about how YME can be used for sustainability and social justice. Learners were then challenged to create renewable open educational resources in the form of accessible case studies focusing on the use of engineered yeast for sustainable products that were published on the Gala platform. This poster provides a framework for active, engaged learning and authentic research in an online, asynchronous format.

Outcomes:

1) Explain how genetic engineering courses can incorporate case studies that focus on sustainability and environmental and social justice themes.
2) Describe ways to engage students in online courses in co-creation of renewable assignments that last beyond the course.
3) List ways to promote student research and teamwork & assess students in the use and improvement of student-produced open educational resources.

Addressing Big Questions: Determining Professional Goals at a Time of Crisis

Darlene Carbajal, University of the Incarnate Word

Keyword Search: spirituality; holistic education; reflection

This session explores spirituality in higher education and the pedagogical and mentoring approaches used to facilitate the spiritual development of students. Participants will explore

the integration of holistic development and the discipline and consider ways to enhance the inner lives of students. Research presented may increase understanding of spiritual and holistic education at a time of a global crisis as faculty prepare professional goals for the next years. The purpose of this session is to dive more deeply by slowing down to reflect and contemplate human connection and interaction. What does it mean to be a human being?

Outcomes:
1) Explore how big questions emerge in the discipline.
2) Identify research to increase students' self-awareness and respect, empathy, and compassion for others.
3) Prepare professional goals for the next years that consider human connection and interaction.

Discipline-Based Community of Practice in Public Relations and Advertising

Kara Chan, Hong Kong Baptist University
Fei Fan, Hong Kong Baptist University
Lei Huang, Hong Kong Baptist University
Keyword Search: teaching resources, higher education, staff development

Altogether 13 advertising and public relations college educators from six institutions formed a community of practice (CoP). The learning community developed 12 teaching videos of interviews of industry leaders and 30 assignment briefs in one year (www.coms.hkbu.edu.hk/cop-pra)

We present the activities of the learning community and report outcomes of the project. Focus group interviews of students and a survey among CoP members were conducted to measure the impacts of the initiative on themselves and students. The shared experience can inform business and communication educators to develop a discipline-based learning community to promote teaching and learning excellence.

Outcomes:
1. Articulate the value of life-long learning through the participation in a community of practice.
2. Identify the activities and process of a community of practice.
3. Demonstrate the possible outcomes of a community of practice.

Customizing Classroom Assessment Techniques for Online Teaching and Learning

Diane Chapman, North Carolina State University
Keyword Search: classroom assessment techniques, CATs, evaluation

Student assessment concerns are often due to their weight and frequency. For example, a course with only a midterm and final causes more stress than one with ten assessments. One way to reduce assessment anxiety and assess student learning is the use of Classroom Assessment Techniques (CATs). CATs are quick, formative, and usually ungraded assessments done frequently throughout your course. They act as frequent indicators of what students are learning, how students are learning, and how well students are learning. Although many CATs were designed for in-person use, most can be adapted to work effectively in the online environment.

Outcomes:
1. Describe CATs and their benefits.
2. Explain how to use CATS.
3. Describe CATs that can be easily altered or are especially well suited for the online classroom.

Community and Creativity in Pedagogical Spaces
Juli Charkes, Mercy College
Mitch Fried, Mercy College
Keyword search: community, creativity, teaching, learning, pedagogy, technology

Amid the turmoil and uncertainties of the global pandemic, colleges have an opportunity to rethink the practices of teaching and learning. In wake of the pandemic, Mercy College transformed its pedagogical instruction, by strengthening faculty development and supporting innovative teaching methods across different modalities that emphasized inclusion and community as a way to enrich pedagogical practice. The intent of this initiative was based on a commitment to create a classroom experience that, despite the constraints of the pandemic, emphasized community as a cornerstone of strong pedagogy and an instructional requisite for the deep learning that the College is committed to providing. This presentation shares the processes and practices undertaken by Mercy College in the summer and fall of 2020 as the College embarked on an ambitious plan to train and support faculty in adjustment to new classroom modalities and technology tools that are of value across all modalities. Presenters will discuss their approaches to supporting institution-wide faculty development, including specifics on how faculty communication and student engagement were enhanced with the successful implementation of content, pedagogy, and technology. Presenters will include members of the College's Center for Teaching and Learning, as well as a faculty member from the institution.

Outcomes:
1) Understand the importance of community to enhance learning.
2) Understand how technology tools can enhance community.

3) Understand how community amplifies the voice of all students.

Service Leadership Education: Teaching Non-Journalism Major to Interview Para-Athletes

Lai Yu "Bonnie" Chiu, Hong Kong Baptist University
Keyword Search: general education capstone, higher education, service leadership, sports communication

Thirty-two undergraduate students with different majors took a General Education Capstone course regarding sports, journalism and disability. 8 groups were formed to interview 16 para-athletes. A collection of articles was published, a Facebook fan-page was created to report on the news stories of those para-athletes by using videos, text, quizzes etc. 8 sharing sessions with young students were organized to promote disabled sports. Weekly students' evaluation and semester-end evaluation were conducted to measure the initiative on students. The shared experience can inform physical education and communication educators to develop a cross-disciplinary General Education course to promote teaching and learning excellence.
Outcomes:
1) Identify the value of introducing journalistic reporting skills to non-journalism major students.
2) Design a content creation project that students can provide innovative solution to improve under-representation of the para-athletes in the mainstream media.
3) Demonstrate the learning outcomes of the students in the form of a Facebook page and a feature article booklet.

Teaching Compassion in the Age of COVID-19

Emily Coderre, University of Vermont
Keyword Search: goal regulation, social support, self-compassion

Today's college students are faced with some of the most stressful circumstances in recent history. I share three evidence-based methods educators can take to demonstrate compassion towards students. Goal regulation, social support, and self-compassion are important for student well-being (Neely et al., 2009). Scaffolding goal regulation by breaking large assignments into smaller chunks, setting frequent deadlines for (non-graded) submissions, and providing meaningful feedback reduces student stress. Providing social support by being understanding of external circumstances and allowing flexibility with deadlines, and fostering self-compassion by urging students to be gentle with themselves, instills students with a sense of understanding and support.
Outcomes:

1) Understand the unique stressors faced by college students in the age of COVID-19.
2) Describe the importance of goal regulation, social support, and self-compassion for students' well-being.
3) Implement strategies to scaffold goal regulation, provide social support, and foster self-compassion for students.

Effective feedback: Building a community of learners
Natalia Collings, Central Michigan University
Keyword Search: feedback, classroom community, classroom culture, student agency

Presenter will share success stories of using feedback in several undergraduate and graduate teacher education online, on-site and hybrid courses. Shared structures and templates are grounded in basic premises of standards-based universal design and cross-disciplinary literature review, and thus can be easily adapted to any discipline, level and mode. You will examine critical aspects of incorporating feedback into course design: meaningful connections to course objectives, students' participation in developing criteria determining what quality feedback looks like, students' agency in soliciting feedback from instructor and peers and providing it to them, and establishing a sense of community that welcomes feedback.
Outcomes:
1) Learn about successful models of 3 types of feedback: from learner to instructor, from instructor to learner, and from peer to peer.
2) Evaluate several structures and templates for organizing feedback.
3) Examine critical aspects of incorporating feedback into course design.

Marshmallow Structure Negotiation Class Activity
Michael Conklin, Angelo State University
Keyword Search: teaching negotiation theory, valuating negotiation strategy, engaging students with negotiation theory

The marshmallow challenge is a tried-and-true class activity to teach planning, leadership, brainstorming, creative problem solving, groupthink harms, and the sunk cost fallacy. This negotiation variation has each team negotiate exchanges for the building materials. This version is highly effective at demonstrating how the principles of negotiation theory work in practice. It invariably leads to passionate, engaged discussions following the exercise. It also provides the foundation for a variety of learning assessments which afford the students the opportunity to examine—in greater detail—negotiation strategy effectiveness.
Outcomes:
1) Conduct the negotiation version of the marshmallow challenge in their classes.

2) Better understand the benefits of the negotiation version of the marshmallow challenge.
3) Come up with their own variations to tailor the exercise to their classes.

Creating and Sustaining Face-to-Face and Virtual FLCs
Milton D. Cox, Miami University
Keyword Search: FLC, faculty learning community

For over 40 years, Milt has been facilitating, researching, publishing, and promoting FLCs in the U.S. and abroad. In recent times, many FLCs have had to become virtual. In this interview by Todd Zakrajsek, Milt will discuss the 16 recommendations for implementing face-to-face FLCs and how they might be modified for successful virtual FLCs. FLCs are one of the most effective forms of improving teaching and impacting student learning. This is your opportunity to learn from the person who started it all and ask your questions about FLCs.
Outcomes:
1) Describe the essential elements of a successful FLC.
2) Describe how the 16 recommendations for face-to-face FLCs might be modified for successful virtual FLCs,
3) Describe options for setting up an FLC on their home campuses.

Strategies for Developing a Faculty Mentoring Program
Tiffany Cresswall-Yeager, Gwynedd Mercy University
Antonio Duran Auburn University
Keyword Search: faculty mentoring, faculty development

Through formal mentoring, faculty can share opportunities, strengths, challenges, and areas for improvement within their teaching, scholarship, and service. Access to a mentor provides faculty with an experienced colleague who can share their experiences of developing these skills. Mentoring can also help foster the learning community and sustain the conversation about effective practices for faculty. In this session, the presenters explore a strategic approach to building a comprehensive faculty-mentoring program that supports and engages faculty. The presenters will examine recruitment, communication, feedback, and recognition within a formal   faculty-mentoring   program.
Outcomes:
1) Evaluate applications to match successful pairs.
2) Communicate effective prompts to engage mentoring participants in dialogue and development.
3) Address recommendations to improve faculty mentoring programs.

Writing About Teaching (Together): Implementing Virtual Writing Communities Under COVID-19

Laura Cruz, The Pennsylvania State University
Ted Murcray, California Baptist University
Marina Smitherman, Dalton State College
Adam H Smith, The Pennsylvania State University
Eileen Grodziak, The Pennsylvania State University
Beth Edwards, The Pennsylvania State University
Brendaly Drayton, The Pennsylvania State University
Laura Guertin, The Pennsylvania State University
Noel Habashy, The Pennsylvania State University
Martha Strickland, The Pennsylvania State University
Kris McLain, The Pennsylvania State University
Gizelle Dean, The Pennsylvania State University
Maureen Ittig, The Pennsylvania State University
Lisa Jo Elliott, The Pennsylvania State University
Keyword Search: scholarship of teaching and learning (SoTL), Writing Groups, Peer Learning

Multiple studies attest that the conditions of remote teaching and learning have had a negative impact on scholarly productivity. In this interactive session, we will describe how we established our large, multi-disciplinary, multi-institutional virtual writing community. Further, we will delineate the benefits (both professional and personal) that have accrued to participants, and why we believe writing groups such as this one have the potential to transform how we think about teaching and scholarship practice in the post-COVID future. Session participants will be invited to participate in writing and reflection activities modelled by members of the writing group.

Outcomes:
1) Implement a virtual writing about teaching group on their own campus.
2) Connect the virtual writing experience to their own work as teachers and scholars.
3) Assess prospective changes to how we support the scholarship of teaching and learning in the future.

5 Thing to Know and Do Before Implementing Online Discussion

Glenna Decker, Grand Valley State University
Keyword Search: online discussion, asynchronous, discussion board

A central component in online course design is the use of an online discussion board. A discussion board provides opportunities for student-to-student engagement, content

engagement, and faculty presence. Online discussion assists formative assessment and student self-assessment. There is a lot to gain through integrating asynchronous discussion, especially in online and hybrid courses. However, many faculty report disappointment in the quality and quantity of student participation. There are several ways to mitigate this, and you can begin by addressing five key things. In this session, you will learn the five things and suggestions for immediate application.

Outcomes:
1) Identify 5 key considerations before planning for asynchronous discussion.
2) Develop a plan for integrating online discussion into course development.
3) Design asynchronous discussion assignments that have more meaning and purpose.

Why and How to Make Your Own Teaching Videos

Christopher DeFraia, Ferris State University
Keyword Search: teaching video, flipped classroom, OER

Attend this presentation to learn the advantages of using video to teach; how to choose the type of video that best matches their teaching goals and available resources; learn specifically about TeachWithVideo, a video series that trains educators in how to make great-looking, pedagogically sound teaching videos, independently, in their home or office, and covers in detail all aspects of video production. No prior experience needed. TeachWithVideo. Learn best practices for recording yourself speaking into the camera so you'll sound, look, and feel better while you're doing it.

Outcomes:
1) Understand the benefits of teaching with video.
2) Be able to use the TeachWithVideo resource to learn how to produce professional-looking teaching videos.
3) Look, sound, and feel better when filming themselves.

Specifications Grading in a Skills Lab Course

Sandy Diec, Texas A & M University
Merlyn Joseph, Texas A & M University
Keyword Search: specification grading, skills lab grading, student agency

Specifications grading is a grading system that still uses an A-F approach when reporting final course grades, but the letter grades are earned differently. Essentially, the course creates "bundles" of work for each letter grade. Learners must complete all elements of the "bundle" to earn the associated letter grade. As letter grade increases, so do the responsibilities and time required to achieving that bundle. Instead of using points to assess the learner's work,

the work is graded only on two levels-satisfactory/unsatisfactory. Instructors create a set of specifications or "specs" for these assignments and define what 'satisfactory' work looks like.
Outcomes:
1) Identify the three components in specifications grading.
2) Outline the benefits of specifications grading.
3) Describe how specifications grading was implemented in a skills lab course.

How to Prepare the Brain for Learning-Four Key Actions
Terrence Doyle, Ferris State University
Brendan Doyle, Learner Centered Teaching Consultants
Keyword Search: sleep, exercise, diet

Almost daily neuroscience, biology and cognitive science researchers reveal new insights about how the human brain learns. The value of this research is its potential to elevate the learning success of all students. This presentation will discuss how sleep, exercise and movement, diet and hydration so impact the brain's ability to learn new things and remember them that without attending to these four actions learning and recall will be very difficult if not impossible.
Outcomes:
1) Be better able to advise their students on how sleep impacts learning and memory.
2) Be better able to advise their students on how exercise and movement enhance the brain's ability to learn.
3) Better able to advise their students on how their diet and level of hydration impact the brain's ability to learn and remember.

Don't Leave YOU Out of Your Online Class
Shannon Eastep, Northern Kentucky University
Keyword Search: personality, online teaching, student engagement

When a course moves to an online format, many faculty (and students!) worry that interactions will become distant and less personal. There is a fear that all personality will be stripped from a course. There are many ways to ensure that your online course is personal and built to support a sense of community. In this session, the audience will be shown an infographic, created by the presenter, that will include information on the following: benefits to you and the students, practical tips, helpful online tools that can, and feedback from past online students. Infographic: https://create.piktochart.com/output/48032856-personality-in-online-teaching
Outcomes:

1) Discuss 6 practical tips on how to bring personality into the classroom.
2) Identify and describe free tech tools that will assist in bringing personality into content delivery, student feedback, and student communication.
3) Adapt their own classes to better infuse personality into their classes as well as allow for a space where students can share their own thoughts and personalities.

10 Things Successful Instructors Do in Their LMS
Heidi Echols, North Carolina State University
Beth Shepherd, North Carolina State University
Keyword Search: course navigation, user-centered design, online teaching

Course navigation is a critical component for student success and satisfaction. Online learners should be able to complete course activities seamlessly with well-defined time frames and expectations. This session will explore 10 user-centered design tips that can be incorporated in your LMS to create a framework for exemplary online instruction. This action-oriented session is designed for all instructors and will apply best practices in online learning. Topics include: course organization, time management, course aesthetics and accessibility, and empowering students with clear expectations.
Outcomes:
1) Implement user-centered navigation techniques in their LMS course.
2) Approach online teaching with best practices around systematic LMS course organization.
3) Apply strategies that increase student access and overall satisfaction in their LMS course design.

Addressing the Replication Crisis While Teaching Research Methods in Psychology
Amanda C. Egan, Marian University Indianapolis
Keyword Search: CREP, replication, research methods

The Collaborative Replication and Education Project (CREP) is an initiative of the Open Science Framework (OSF) designed to address the need for replication psychology by crowd-sourcing student researchers. The project has yielded three published meta-analyses thus far. Over two semesters, I redesigned my research methods course to incorporate a CREP Direct+ project where students designed a replication of the original research and a related extension project. In this presentation, I offer a framework for incorporating CREP in either in-person or online research methods courses. I also suggest ways to adapt this approach for use in fields other than psychology.
Outcomes:

1) Describe the Collaborative Replication and Education Project (CREP) initiative of the Open Science Framework (OSF).
2) Design a research methods course around the Collaborative Replication and Education Project (CREP).
3) Adapt the CREP model by incorporating replication and open-science practices in designing research methods courses for other disciplines.

Faculty Presence in Times of Crisis in Online Education

Laura Ellis-Lai, Texas State University
Keyword Search: asynchronous online, faculty presence, student success

The best online teachers make themselves available and present through frequent communication (Martin et al, 2017). Even in the best of times, we must privilege relationship building and rapport, especially in fully online, asynchronous classes (Gillet-Swan, 2017). In times of crisis, such as during pandemics, hurricanes, floods, and widespread electrical grid failure (all of which my students have experienced in the past year), instructors must rely on asynchronous online teaching strategies to help students stay connected to their college work, even via cellphone, if necessary. In this presentation, I share student feedback from the 2020 pandemic summer about my use of digital tools during a time of crisis to engage, encourage, and remain flexible for student success in my asynchronous online course.
Outcomes:
1) Engage remote learners.
2) Encourage struggling students.
3) Remain flexible to help students succeed at asynchronous online learning.

Adaptive Equity-Oriented Pedagogy: A Framework for Increasing Student Engagement and Success in Your Classrooms

Andrew Estrada Phuong, University of California Berkeley

This session introduces adaptive equity-oriented pedagogies (AEP) that participants can apply to advance student success. AEP synthesizes evidence-based practices (e.g., universal design, weekly formative assessments, modeling, deliberate practice, time-management strategies) to address diverse students' learning needs (i.e., strengths, interests, areas for growth). AEP strategies can be beneficial, because multivariate regression analyses show that students learning through AEP outperformed non-AEP students by over a full letter grade. AEP also supported greater improvements in psychosocial outcomes (e.g., motivation, reduced stereotype threat, growth mindset, self-efficacy). This session contributes AEP strategies that have improved student success in Social Science, Humanities, and STEM courses.

Outcomes:
1) Understand the principles of Adaptive Equity-Oriented Pedagogy (AEP).
2) Articulate teaching strategies that impact students' motivation, belonging, and success.
3) Discuss how the AEP framework can apply to your teaching context or challenges.

Exploring a Coaching Model as a Means of Engaging Clinical Educators in Universal Design for Learning
Lisa Fanelli, University of Saint Joseph
Corinne Consolini, University of Saint Joseph
Keyword Search: UDL, clinical education, instructional coaching

UDL's principles enable educators in higher education institutions to reach all students through multiple means of Engagement, Representation, and Action and Expression. While there is substantial evidence supporting UDL in the academic setting, the application of UDL principles in the clinical setting are less well explored. The purposes of this pilot project are (a) to develop a curriculum for coaching clinical educators in application of the UDL framework in their practice and (b) to provide coaching and technical assistance to implement UDL with students in clinical settings. Professors Lisa Fanelli and Corinne Consolini are the researchers.
Outcomes:
1) Apply the principles of UDL in a clinical teaching setting.
2) Become familiar with a coaching model as a way to implement the principles of UDL.
3) Implement a curriculum that allows for clinical coaching as a way to apply the principles of UDL.

Pathways to Higher Ed Leadership
S. Pixy Ferris, William Paterson University
Kathy Waldron, William Paterson University
Keyword Search: leadership, pathways, strategies

Academic insiders looking to enter higher ed leadership, or current and rising leaders, can learn from seasoned leaders' reflections on their paths to leadership. In this presentation, 20 senior leaders at the positions of deans, provosts, vice-presidents, and presidents at a cross-section of four-year higher education institutions share their pathways to leadership in higher education as well as insights on leadership and strategies for effectiveness. This presentation draws upon a larger phenomenological study applying Lanigan's technique of phenomenological description, reduction, and interpretation to qualitative interviews.
Outcomes:
1. Recognize the pathways to leadership in higher education.

2. Apply insights from deans, provosts, vice=presidents and presidents.
3. Develop an action plan for improving their leadership.

Engaging STEM Students in the Remote Learning Classroom
Miriam Ferzli, North Carolina State University
Keyword Search: online blended learning, STEM online learning, interactive classroom activities

Moving to online learning has presented many challenges, especially for large enrollment STEM courses. This session provides guidance for promoting student engagement and motivation using a blended learning environment that merges asynchronous and synchronous online components. This format allows students to engage with course content, with each other, and the teaching team through student-centered class activities. The focus is on building a community of learners who participate in a dynamic, interactive online classroom using instructional technology. The examples presented are from biological sciences and may apply to any discipline with an online learning format.
Outcomes:
1) Have the opportunity to learn active learning strategies that can be implemented via "meeting" platforms like Zoom.
2) Become familiar with techniques for building community in and out of the classroom in remote learning environments.
3) Be introduced to instructional technology that may be integrated into an online blended learning environment.

A Comparison of Students' Interest and Skill Level in Competencies for an Engineering Capstone Project
Felix Ewere, North Carolina State University
Keyword Search: capstone senior design, multidisciplinary project competencies, skill level and Interests

To perform well in an engineering capstone project, seniors require a broader set of competencies beyond the academic competencies taught in the classroom or laboratory. Workplace competencies like leadership; organizing and interpersonal skills are usually not the focus of the curriculum. Therefore, students may not see the benefit of having these skills and are not interested in developing them. However, these competencies have been shown to be as valuable as these classroom competencies. This poster will share findings from a pre-survey that explored the perceived level of interests of Aerospace Engineering seniors in required competencies prior to the capstone senior design course.

Outcomes:
1) Know the competencies required for students to perform well in an engineering capstone project.
2) Know the interest levels of seniors in academic versus workplace competencies.
3) Know the correlation of students' level of interest and skill level in some engineering competencies.

Active Learning Strategies: Storytelling in the Classroom
Megan Fixen, Minot State University
Keyword Search: active learning, storytelling, student engagement

Active learning occurs through classroom experiences, rather than traditional passive methods of teaching. Teaching through storytelling can be used as a method of active learning. The constructivist theory suggests that presenting information in a narrative form is likely to increase listening retention. Students can actively engage in a course by telling stories from previous experiences. This poster session will inform attendees on how to incorporate storytelling into their courses. Additionally, the poster will include several ideas for activities that will spark storytelling among students. Strategies presented can be used in any discipline.
Outcomes:
1) Understand the benefits of active learning.
2) Learn how storytelling can increase memory retention.
3) Design effective storytelling activities to immediately implement in the classroom.

A Return to Humanity in Teaching
Stephanie Foote, John N. Gardner Institute for Excellence in Undergraduate Education
Keyword Search: inclusion, belonging, effective teaching

In The Courage to Teach, Parker Palmer (1998) writes, "Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher" (p. 10). As Palmer (1998) suggests, teaching and identity are interwoven, making teaching an act of vulnerability. Despite this, we often create our courses in ways that protect us, and ultimately, create distance from the students we teach. This session will explore ways to return to the humanity in teaching by understanding ourselves and our students and using these collective understandings to create inclusive and responsive learning environments, regardless of course modality.
Outcomes:
1) Describe the influence of their personal identities and values on the courses they teach.

2) Analyze strategies from the session that may be used to learn more about who their students are and how they identify.
3) Create a plan to employ small course changes with the goal of communicating belonging and designing for access and inclusion.

Metacognitive Teaching – Reflecting on Our Teaching Practice

Stephanie Foote, John N. Gardner, Institute for Excellence in Undergraduate Education
Keyword Search: reflection, metacognition, professional growth

To help students become metacognitive learners, faculty should first consider their own metacognition and the role that plays in their courses. Faculty who are metacognitive have an awareness of their own teaching practices and purpose, but at the same time, they are also aware of student engagement and learning and are willing to adapt based on that awareness (Scharff, 2015). While faculty are often metacognitive in their own discipline, these approaches are often not transferred to teaching (Tanner, 2012). This session will focus on strategies and approaches faculty can take to use metacognition to reflect on their own teaching practice.
Outcomes:
1) Describe the relationship between metacognition and teaching.
2) Understand several approaches to engaging in forms of thinking and reflection that produce their own metacognitive awareness.
3) Identify ways in which they can use metacognition with the goal of "iteratively changing" their teaching practice.

Fostering Sense of Classroom Community Belonging In A Project-Based Course

Angela Forde, Michigan State University
Shari L Dann – SUNY, ESF
Keyword Search: sense of belonging, collaboration, learning and classroom community

Explore how collaborative, whole-class learning strategies build a valuable sense of belonging for students in small-group, project-based courses. This leads to student satisfaction and success.
Diverse literature points to the importance of increased student sense of belonging to achieve substantial learning outcomes. We conducted a Teaching-as-Scholarship project within our undergraduate Community Engagement course (2018-2020). Our question was whether adding a pedagogical strategy of having students share across project teams would build stronger sense of belonging and satisfaction with learning. We administered quantitative surveys based upon the work of other scholars. Findings substantiated that using whole-class collaborative activities increased sense of classroom community and belonging, thus enriching

learning in a project-based course. From these findings, we share valuable tips to foster student sense of belonging.

Outcomes:

1) Identify evidence-based teaching strategies to foster sense of classroom community and sense of belonging, that lead to academic success and persistence.
2) Apply research literature on sense of classroom community to students' community-engaged, project-based, or service-learning work within undergraduate courses.
3) Discern research and strategies that are important for building a sense of belonging within undergraduate learning settings.

International Graduate Students' Sense of Campus Community and Belonging

Angela Forde, Michigan State University

Shari L Dann - SUNY

Keyword Search: sense of campus belonging, international graduate students, social well-being, outdoor activities.

International graduate students face unique challenges in the US. Accommodating their needs, promoting well-being, and building a social support system are key to their success. We assessed sense of campus community and belonging and explored the potential for outdoor orientation programs for these learners. We conducted: a) a survey based on literature about sense of campus community and its importance for learning, and b) focus groups, where we explored outdoor education opportunities of interest to these students. Here we present results and suggestions for social and outdoor activities to build students' belongingness that may enhance their academic journey

Outcomes:

1) Become acquainted with literature on students' sense of campus community and belonging.
2) Recognize the connection between students' sense of campus belonging and their desire to remain in their degree program.
3) Appreciate the importance of out-of-classroom instruction to students' success and persistence in their graduate degree program.

Asynchronous Online Discussions that Change Student Thinking

Billie B. Franchini, SUNY Albany

Keyword Search: asynchronous online discussions, student thinking, student engagement

Discussions are often essential to student interaction in online courses, so how can we ensure that these discussions work to change student thinking rather than simply reinforcing

their novice understandings of our disciplines? If we want students to begin thinking more like disciplinary experts, we need to ensure that the gap between their prior knowledge and disciplinary knowledge is made visible and that they can articulate and track their thinking as it changes. In this highly interactive session, participants will engage in sample course activities to learn how sequenced discussions can be used to change student thinking in visible ways.

1) Describe an effective online discussion sequence that ensures student engagement and learning.
2) Design a sequence of discussions for their own online courses.
3) Implement strategies for generating reflection in the online setting.

Faculty Conversations: Relevant Virtual Topical Sessions that Keep Faculty Connected
Maria Gallardo-Williams, North Carolina State University
Diane Chapman, North Carolina State University
Keyword Search: online training, educational research, faculty development

Faculty all over the world have been in pandemic crisis mode for a whole year, yet our teaching obligations must be met. At the same time, we are suffering from isolation and lack of time to pursue professional development opportunities. We envisioned the Faculty Conversation series as a virtual option to connect interested faculty to discuss topics that are immediately relevant to the unique teaching needs that we are currently experiencing. We will discuss the outcomes of the first year of this program including faculty comments from our program evaluations, as well as what we consider to be best practices.
Outcomes:

1) Learn strategies for organizing online faculty discussion groups.
2) Explore the components of an online program for a very diverse group of faculty with varied interests.
3) Discuss best practices for facilitating online faculty development.

CORE Principles for Effective Hybrid and Online Teaching
Christiane Gannon, Catholic University of America
Keyword Search: evidence-based teaching hybrid/online course design, student engagement

Our teaching center team developed a framework to articulate the principles of effective teaching that instructors are exhibiting during the pandemic: clarity, organization, relationships, and engagement (CORE). We propose that effective hybrid and online instruction involves Clarity in course design and implementation, thoughtful and consistent Organization, Relationships with and between students, and opportunities for Engagement to support student learning. This poster will highlight the importance of these four principles in

hybrid and online teaching and provide strategies for implementing these CORE principles into your teaching pedagogy and practice

Outcomes:

1) Recognize the importance of clarity, organization, relationships, and engagement in hybrid and online teaching.
2) Identify strategies to improve clarity, organization, relationships, and engagement in your own hybrid and online instruction.

Using Reflection to Promote Social Justice in Coursework and Beyond

Stephanie Garrone-Shufran, Merrimack College
Keyword Search: social justice, field experiences, reflection

Assignments in which students use their own practical experiences as a means for reflection, action-oriented thinking, and connecting theory to practice can be a tool for promoting social justice in coursework, fieldwork, and internships. This session will explore the use of Kolb's (1984) Cycle for Experiential Learning as the foundation of reflective assignments to promote advocacy actions from students in their chosen fields. One such set of reflective assignments in a teacher education course will be discussed and students' reactions will be presented. Participants will consider how they might apply this type of reflective writing into their courses and experiences.

Outcomes:

1) Design assignments that use Kolb's cycle for experiential cycle.
2) Consider how to assign reflection in their courses/internships/fieldwork.
3) Explain the need for social justice focused assignments in various fields of study.

Online Exam Integrity: Alternatives to Remote Proctoring

Ed Gehringer, North Carolina State University
Keyword Search: plagiarism, online exams, webcam monitoring

Since classes moved online, faculty have become increasingly concerned with the integrity of exams. Many have turned to webcam-based proctoring. A single webcam is limited in what it can see, and it also raises privacy concerns. An alternative is software that automatically compares each student's answers with each other's, and reports suspicious similarities, such as two students who submitted the same incorrect answers to almost all the questions they answered incorrectly. This presentation examines the various applications for detecting plagiarism, and the kind of questions to which they are applicable, and suggests various ways in which they can be used.

Outcomes:

1) Understand student concerns with remote proctoring.
2) Be able to identify applications and packages that can compare student answers for plagiarism.
3) Be able to compare the utility of proctoring with software-based approaches.

Managing REU in between Two Institutions During a Pandemic

Sayonita Ghosh Hajra, California State University, Sacramento
Keyword Search: research collaboration, undergraduate research experience REU, cross-institutional Research

In this presentation, we will describe a virtual undergraduate student research experience between two primarily undergraduate institutions. We will discuss the initial challenges and how we overcame the transition to remote learning for the collaboration across two different universities. We will highlight faculty development needs to launch a successful undergraduate research experience and address resilience in the face of the unanticipated challenges that the pandemic created.

Outcomes:
1) Familiarize logistics of managing a bi-disciplinary online research experience for undergraduates at two different institutions.
2) Identify challenges and solutions of online research experience.
3) Recognize ways for student collaboration across different disciplines.

Leveraging Instructor Involvement to Enhance Student Engagement Via Social Annotation

Carlos C. Goller, North Carolina State University
Jason Whitham, North Carolina State University
Erin McKenny, North Carolina State University
Keyword Search: Hypothesis, Pen Annotation, online learning community, instructor intervention, behavior modeling

Previous research demonstrates the utility of social annotation for close reading, particularly in the humanities. However, student behaviors and benefits are less well documented in STEM; and the impacts of instructor delivery and implementation are not generally considered. Here we assess student annotation behaviors in the presence versus absence of instructor engagement, using Hypothes.is, a free online annotation tool. We implemented Hypothes.is annotation assignments for required readings in an advanced undergraduate class in biotechnology, with 14 students enrolled. Our results suggest that instructors can impart a

"high-impact, low-touch" effect by modeling annotation behaviors to facilitate early conversations.

Outcomes:

1) Assess student annotation behaviors.
2) Evaluate impact of instructor intervention.
3) Design a Hypothes.is annotation assignment to promote engagement

PRAE-Professional Reciprocal Altruism in Education: Aligning Values, Attitudes, & Mindsets

Kimberly Greene, Brandman University
Jessica Bogunovich, Brandman University
Carlos Guzman, Brandman University
Keyword Search: Reciprocal altruism, community of practice, values and mindsets

As a grounded theory, PRAE offers an empowering means of understanding how the predominant motivator of those entering the teaching profession, altruism, serves as a shared value to inspire the individual's personal practice beyond a siloed experience and into one of authentic engagement within the Community of Practice (CoP) of professional educators. The process of aligning one's personal values, attitudes, and mindsets with those of the CoP, affords the bridging of the authentic and professional self, thus continuously fostering one's mindset to remain engaged in their individual continuous process of growth and development for their students, community, profession, and themselves.

Outcomes:

1) Identify the alignment between one's personal values, attitudes, and mindsets and PRAE as a tool for strengthening authentic Community of Practice (CoP) engagement.
2) Evaluate the significance of PRAE as a personal paradigm for professional empowerment in one's practice.
3) Develop an action plan to integrate PRAE as a bridge between one's authentic self and his/her/their vision of themselves as a fully engaged participant in the CoP of practicing educational professionals.

Developing Social Presence: Teaching Relationally and Creating Community in the Hybrid/Bimodal Classroom

Rachel Hammond, Cornerstone University
Keyword Search: hybrid learning, social presence, relational learning

As student-focused educators, building connections and community in our classrooms are top priorities. However, the bimodal or hybrid environments we find ourselves teaching in require

us to be intentional and proactive with our words and actions, to create a stronger "social presence". In this session, we will discuss a portion of the book "small Teaching Online" by Darby & Lang along with literature related to social presence in the classroom.

Outcomes:

1) Define key concepts related to social presence, including zone of proximal development, community of inquiry, and social presence.
2) Identify proactive strategies and tools for relational learning in the hybrid/bimodal classroom.
3) Create an action plan for bringing new ideas to future hybrid/bimodal teaching opportunities.

Keeping Us Engaged: Student Stories (and Evidence) on What Works!
Christine Harrington, New Jersey City University
Keyword search: student engagement, student voices, student-centered learning

The student voice is often missing from conversations about student success. Come hear stories from students attending various colleges across the nation about what professors can do to motivate and engage students. Discover the research evidence behind the strategies suggested by students and walk away with an action plan to increase student engagement. During this session, we'll cover a lot of ground- from first day of class activities to the power of relationships and assignments and teaching strategies.

Engagement and Motivation through Best Practices in Self-Determined Learning
Edwina Helton, Indiana University East
Keyword Search: engagement, motivation, self-determined learning

This presentation includes discussion of best practices in integrating innovative self-determined learning strategies through the lens of heutagogy as strategies for retaining and engaging seated or online undergraduate and graduate students. First, best practices in motivation and engagement for seated or online course design will be detailed. Illustrations and examples from across disciplines will be provided inspire participant brainstorming of ideas for course design and activities among participants. Further, specifics in motivation theory will be provided as lenses through which thoughtful selection of options might be made with the specific goal of retaining and engaging students. The session concludes with highlights on self-determined learning best practices applicable to a wide range of content, diversity, and research courses, asking that participants share ideas inspired by the session.
Outcomes:

1) Define self-determined learning as strategies for engagement and motivation in course design.
2) Apply self-determined learning to their own engagement and retention strategies in course designs.
3) Select options among a variety of self-determined learning strategies to engage and to retain undergraduate and/or graduate students, particularly during times of stress and challenge.
4)

Student Experiences and Recommendations from Transitioning to Emergency Remote Instruction

Melissa Hendrickson, North Carolina State University
Alyssa Degreenia, North Carolina State University
Keyword Search: student challenges with online classes, quality online teaching strategies, student success in online courses

COVID-19 generated overnight changes in universities across the United States. Instructors and students moved their classes online in a matter of days, many for the first time. This qualitative study explores how students experienced the transition to online learning and its effects both personally and academically. Twenty-four students completed semi-structured interviews during the fall semester of 2020 and the data were coded into themes. A set of recommendations emerged from the student input, including chunking learning, interactive lessons, contained flexibility, adequate communication, timely feedback, and a demonstration of caring on the part of the instructors.
Outcomes:
1) Identify student challenges with transitioning to online instruction.
2) Assess teaching strategies.
3) Devise strategies for effective online teaching.

A Case Study of SoTL Leaders as Catalysts Toward Institutionalizing SoTL Cultural Change

Dayna Henry, James Madison University
Keyword Search: SoTL, faculty development, case study

Faculty development support for the Scholarship of Teaching and Learning (SoTL) typically includes one-time workshops and faculty communities. Alternatively, This the Engaged Teacher-Scholar (ETS) program aims to support faculty growth in a process of becoming ETS leaders across the university through the use of a community of practice model. ETS leaders advance an individual SoTL research project and are guided to develop a plan for and offer

professional development events to their Department, College, and university related to SoTL. The presentation reviews the program's objectives, organization, and outcomes over four years of implementation. It concludes with implications for implementation elsewhere.
Outcomes:
1) Describe the unique features of the Engaged Teacher-Scholar (ETS) Program.
2) Understand how the faculty-developing-faculty model is implemented through the ETS program.
3) Recognize the importance of faculty-led institutional change regarding diverse forms of scholarship.

Planting Seeds of Innovation: Using Immersive Tech to Teach Design Principles in Landscape Contracting

Margaret C. Hoffman, The Pennsylvania State University
Amy Kuntz, The Pennsylvania State University
Nicholas Smerker, The Pennsylvania State University
Keyword Search: 360 tour, immersive experience, landscape design

360° technology benefits include affordability and accessibility on smartphones, computer screens, and tablets. Using 360° videos is especially relevant to fields where students benefit from authentic and comprehensive viewing of natural resource-focused content. Our team explored 360° experiences that enhance student understanding of landscape design principle. We created a tour for the students to experience and then provided a guide to creating their own Thinglink tour (the 360° photos were provided to the students). They created tours containing multiple scenes, highlighting design elements and containing plant information. At the conclusion of the exercise, students conducted peer reviews of the tours.
Outcomes:
1) Develop a framework to create 360 Thinglink Tour.
2) Construct a rubric for assignment.

Providing Evidence of Workforce Readiness Through ePortfolios

Diane Holtzman, Stockton University
Ellen Kraft, Stockton University,
Emmanuel Small, Stockton University
Keyword Search: ePortfolios, hiring, employers, workplace skills

College graduates need to demonstrate acquisition of the skills, competencies, and knowledge for the global workforce. Through use of ePortfolios students can document their

proficiencies for the workplace, especially in a Covid-work-environment which limits face-to-face interactions for job interviews. This session will present the findings of a study of employers from small and large companies and their interest in the use of ePortfolios as part of the hiring process. Using ePortfolios students can demonstrate their competencies through digital presentations of academic and extracurricular work and adapt this information for different audiences and purposes such as assessment or demonstration of workplace skills.
Outcomes:
1) Learn about the importance of implementing a career ePortfolio in students' studies.
2) Identify the artifacts that can be submitted for a career ePortfolio.
3) Identify employers' perspectives on the use of ePortfolios in the hiring process.

UDL for Exams - It Doesn't Have to Be Hard!
Deanna House, University of Nebraska Omaha
Keyword Search: UDL, multiple means of engagement, remote learners

The Universal Design for Learning framework explores multiple means of engagement, multiple means of representation, and multiple means of action and representation. Strategies to implement Universal Design for Learning (UDL) can be overwhelming! This is particularly true for creating assessments that provide students with the opportunity to optimize individual choice and autonomy and account for variability in learners related to assessments. These strategies could be applied to remote or online courses. The participants will be provided with easy to implement examples that can be used in their own courses.
Outcomes:
1) Understand the UDL principle, multiple means of engagement in an exam setting.
2) Build an example exam question utilizing multiple means of engagement (using Canvas and VidGrid).
3) Apply the concepts and examples demonstrated to their own course.

Choose Your Own Adventure: A Choice-Making Model for Student Learning
Vanessa Hull, University of Florida
Keyword Search: choice-making opportunities, learner-centered approaches, learner enthusiasm

Research suggests that learning is enhanced when students are given opportunities for self-determination of their learning process. In this presentation, I will share the design and outcomes of a scaffolded, semester-long choice-making model for learning in an online science college classroom. I will provide a framework and a set of design principles for implementing a choice-making model that emphasizes student autonomy via a repeated set

of diverse discussion-based, art-based, and technology-based options for engagement. Students participating in the pilot course exhibited high engagement and enthusiasm in response to the opportunity to "choose their own adventure" in self-determining their course experience.

Outcomes:
1) Identify best practices for implementing a choice-making model for course engagement.
2) Implement a design for self-determination in an online course setting that encompasses choices among a variety of different learning modalities.
3) Articulate the value of the choice-making model for promoting student enthusiasm.

Beyond Competence: Cultivating Cultural Humility in Nursing Education

Joan Humphrey, The Pennsylvania State University

Keyword Search: multicultural communication, cultural humility, diversity/equity/inclusion (DEI)

Systemic racism has emerged as a wicked problem with which faculty from all disciplines must grapple. The health professions have led the way in developing models to train future providers to care for an increasingly diverse patient population. The recent experience of the global pandemic has shown us that working across cultural differences requires lifelong practice, which suggests rethinking the prevalent model of achieving cultural competency. In this interactive session, I present pedagogical strategies (code switching, appreciative inquiry, modeling, open-ended problem solving, critical literacy) that support the cultivation of cultural humility in health care settings and beyond.

Outcomes:
1) Recognize and differentiate the perspectives of cultural competence and cultural humility.
2) Evaluate multicultural communication practices in nursing education related to diversity, equity, and inclusion.
3) Generate equitable solutions using a variety of pedagogical constructs to alleviate health care disparities.

Using the Syllabus to Foster a Supportive Campus Environment

Naomi Jeffery Petersen, Central Washington University

Keyword Search: support services, syllabus, supportive learning environment

Students' mental and physical well-being, financial stability, and affiliation to the community can affect their capacity to function well in the class and even continue in their academic

careers. Problem-focused support for either academic skills or personal management and wellness is therefore part of university support for student success. The innovation shared here is a syllabus statement that acknowledges the common need for such services and the contact information for accessing it. A survey of support services is reported as well as commentary about changes in support required by the pandemic circumstances of 2021-2021 in a regional comprehensive university.

Outcomes:
1) Identify typical syllabus components related to positive learning environment.
2) Explain the importance of recognizing non-academic aspect of student success.
3) List services typically provided by institutions of higher education to support non-academic challenges.

An Experiment in Outdoor Learning in the Time of COVID
Christopher D. Johnson, University of Tennessee at Chattanooga
Bengt Carlson, University of Tennessee at Chattanooga
Keyword Search: outdoor learning, nature and education, pedagogy and the pandemic

This presentation will look at the pedagogical benefits of outdoor learning and, in light of these benefits, how the presenters built a fully face-to-face, socially-distanced, 100% outdoor course during the current pandemic. This course fostered a strong sense of leadership, teamwork, and community among students, challenging them physically, psychologically, academically, and spiritually while giving them an outlet from COVID-induced isolation and inactivity. The presenters will share the particular challenges and rewards experienced with this type of teaching and will suggest ways of incorporating outdoor learning in the courses of others.

Outcomes:
1) Learn the pedagogical merits of outdoor education.
2) Determine ways to incorporate outdoor learning in their own courses.
3) Learn from the successes and challenges of this type of learning from the presenters.

Developing Generic Skills and Feedback Literacy Through Assessment
Wasana Karunarathne, The University of Melbourne
Keyword Search: data analysis report, generic skills, feedback

This presentation discusses the design and the impact of an assessment task that developed students' analytical, written communication, and collaborative learning skills. The task allowed students to apply concepts and techniques they learnt in the subject to analyze real-world data and present their findings to a non-technical audience. Students submitted their report

in two-stages, where they received comprehensive, personalized feedback on the first submission and required to incorporate the given feedback and resubmit the report. Students completed this task in groups fostering collaborative skills. We find overwhelmingly significant evidence that students improved skills between the two submissions. Outcomes:

1) Understand the design of an assessment that develops generic skills.
2) Understand the strategy that encourages students' feedback literacy.
3) Find empirical evidence of the success and students' uptake

Ensuring Accessibility and Equity in Learning in Online College Courses
Courtneay Kelly, University of Lynchburg
Mina Chun, University of Lynchburg
Deanna Cash, University of Lynchburg
Keyword Search: equity, accessibility, UDL

In 2017, 6.6 million students enrolled in distance courses. With the ongoing COVID-19 pandemic, 97% of college students have enrolled in online courses ("Distance Learning Statistics," 2020). Online education provides an opportunity for increased accessibility to postsecondary education to more diverse student populations. Despite the trend of decreased enrollment, the number of persons with disabilities enrolling in college is on the rise ("Fast Facts," 2020). Yet, the nature of online education presents with potential barriers, especially for students with disabilities (Dell, Dell, & Blackwell, 2015). This session focuses on sharing strategies to maximize digital accessibility and equity in online courses. Outcomes:

1) More clearly understand the issues of equity and accessibility for college students who are taking courses online.
2) Understand and be able to apply strategies to improve accessibility and equity in online instruction and course setup.
3) Understand the role of Universal Design for Learning (UDL) in the creation of equitable learning opportunities at the college level.

Easter Eggs: Increasing Asynchronous Engagement in Virtual Environments
Laura King, East Carolina University
Keyword Search: engagement, active engagement, Easter eggs, asynchronous

The Universal Design for Learning (UDL) principle of engagement is a critical factor in student success (CAST.org). Shifting to a fully online academic schedule during the pandemic meant that students were suddenly with a mix of synchronous and asynchronous courses. This can

feel overwhelming as they are on the computer for long periods of time. Synchronous courses require the live/real time component, which can make it easier for students to disengage from asynchronous courses. The use of Easter eggs, hidden content to actively engage the student, can help reengage students in a variety of ways, especially for the asynchronous course.
Outcomes:
1) Define what an Easter egg is within the context of virtual academic environments.
2) Identify various ways to integrate Easter eggs in an online course.
3) Construct a data collection form for tracking student data for Easter eggs.

The Dear Professor Report: Intentional Listening to Our Students
Christie Kleinmann, Belmont University
Keyword Search: listening, classroom environment, assessment

The Dear Professor Report was a listening project deployed to undergraduate students outside of a classroom setting. It was based on four open-ended questions, such as Dear Professor, I wish you knew . . ., and designed as a venue for students to communicate honestly with faculty. Preliminary results found that students, particularly those of underrepresented communities, do not feel safe to respond honestly to course assessments, nor do many students feel empowered to speak openly in the classroom. This session will detail what students wish professors really knew and explore ways faculty can enhance classroom listening.
Outcomes:
1. Be able to explain the obstacles that keep students from feeling heard in the classroom.
2. Be able to detail the salient truths students wish faculty knew about faculty-student interaction.
3. Be able to implement strategies to enhance classroom listening.

Standards Based Grading Implementation Facilitates Individualized Student Support
Chantal Koechli, University of the Sciences
Keyword Search: standards-based grading, assessment, student support

Standards-based grading (SBG) occurs when grades are tied directly to students' proficiency on specific academic standards, and reinforces learning as iterative and growth-based. I implemented SBG in two courses - a content-focused Microbial Physiology and a skills-focused Trends course– using principles of backward design and providing students with multiple opportunities to reach proficiency for each standard. Ultimately, SBG allowed me to offer individualized support to students. Students expressed nervousness about grading system at the beginning of the semester. However, by the end, student feedback indicated

overall satisfaction with the system and mindset shifts in understanding learning as an iterative process.

Outcomes:

1) Describe standards-based grading.
2) Explain benefits and student outcomes associated with standards-based grading.
3) Reflect on a structure to implement Standards based grading.

Facilitating Cross-institutional Student Scholarship in the Conservation Science Classroom
Diana Lafferty, Northern Michigan University
Erin McKenney, North Carolina State University
Keyword Search: cross-institutional collaboration, scaffolded student scholarship, student-driven inquiry

The shift from face-to-face to remote instruction to limit the spread of SARS-CoV-2 during the pandemic presented an excellent opportunity for creative student engagement via a novel cross-institutional teaching collaboration designed to facilitate meaningful personal and professional student development. Here we present an adaptive course framework based on 200-level conservation classes at Northern Michigan University (NMU) and North Carolina State University (NCSU). Teams comprising students from both institutions collaborated on scaffolded semester-long, student-driven "Conservation Campaigns," which the student teams presented at both NMU and NCSU undergraduate symposia. Our adaptive course framework allowed us to successfully facilitate cross-institutional student collaborations and community.

Outcomes:

1. Identify novel opportunities to infuse cross-institutional collaborative student scholarship in course design
2. Design a scaffolded, student-driven semester-long project leading to documentable professional development benchmarks
3. Identify opportunities to engage students in constructive self and peer-evaluation of the student-driven semester-long collaborative project.

Education for Emotional Rigor: The Pedagogy of Mindful Self-Care
Jacquelyn Lee, University North Carolina Wilmington
Keyword Search: mindfulness, self-care, pedagogy

Educational environments that challenge students intellectually, inherently challenge them emotionally, though skills necessary to support this aspect of the learning process are not

often explicitly developed. Intellectual persistence, for example, requires emotional persistence. Additionally, higher education prepares students for occupational contexts that will stretch students' emotional bandwidth, particularly those in human services professions. This presentation discusses two multidimensional constructs, emotional rigor and mindful self-care, to present a framework for supporting students in developing the skills necessary for emotionally complex contexts. The presentation will also offer pedagogical strategies to operationalize the framework through classroom activities, course assignments, and overall course design.

Outcomes:
1) Be able to describe the emotional rigor and mindful self-care constructs.
2) Be able to identify emotionally rigorous contexts relevant to participants' contexts.
3) Be able to consider ways of integrating the framework in participants' various contexts.

Mindful UNCW: A Campus-Wide Initiative Promoting the Practice of Mindfulness

Jaquelyn Lee, University North Carolina Wilmington
Anne Pemberton, University of North Carolina Wilmington
Keyword Search: mindfulness, mindfulness-based pedagogy, wellbeing

Mindfulness is the practice of paying attention, on purpose, to the present moment with an attitude of curiosity, non-judgment, and non-reactivity (Kabat-Zinn, 1994); present-moment awareness positions us to take conscious action—both in and beyond the classroom. Mindful UNCW is a campus-wide initiative designed to: 1) build a community of students, faculty, and staff engaged in mindfulness practice; 2) increase knowledge of mindfulness-based pedagogy; 3) establish a network of scholars interested in mindfulness; and 4) promote campus and community activities related to mindfulness to faculty, staff and students. This presentation outlines the development, components, and initial assessment of Mindful UNCW.

Outcomes:
1) Be able to define mindfulness and its central components.
2) Be able to describe the Mindful UNCW model as a campus-wide approach to promoting mindfulness in curricular, co-curricular, and workplace contexts.
3) Be able to consider the benefits of and strategies for integrating mindfulness in participants'   various   contexts.

Engage Art Students in a Full Online Course with Creative Tools

Jingtian Li, University of the Incarnate Word
Keyword Search: online course, student engagement, teaching tools

During this ongoing pandemic, many schools and universities opt to teach remotely. However, it soon becomes apparent that regular interactions we cherish in the classrooms become impossible online. The presentation proposes practical tools like Padlet, Multidraw, Flip Grid, and Discord to help engage students collaboratively during and out of class time. Many experimental activities and their effectiveness will be discussed. The presentation also states the advantage of the online format and how we can embrace it in future education and course designs.

Outcomes:
1) Utilizing online tools and services to improve interactions with the students.
2) Spark collaborations between students by designing team homework and other activities.
3) Setup effective schedule to engage students one by one.

Peer Teaching: Mastering Concepts Through Active Learning
Sherry Lin, Texas A & M University
Keyword Search: peer teaching, active learning, collaborative teaching

Peer teaching and learning is a simple but powerful active learning strategy to engage both the peer teachers and their peers in the class by giving them an increased sense of agency over their own education. Peer teachers reinforce their own learning by teaching others. After the teaching, peer students take a short quiz created by the peer teachers to assess their understanding and retention. Using the peer teaching model, peer students feel more comfortable and empowered to ask questions to their colleagues due to the similarity in language and terminology that the peer teachers typically use.

Outcomes:
1) Use peer teaching to encourage active student learning.
2) Create opportunities for students to engage as teams to engage in their own learning.
3) Empower students to take leadership roles in teaching peers important concepts.

Leading with Compassion: Teacher Training in the Midst of Crisis
Tami Lincoln, Brandman University
Keyword Search: compassion, crisis schooling, teacher training

This year, education and the practice of training educators has been upended. Teachers, and those who train them, are facing unprecedented challenges, both personally and professionally, and those challenges bleed into every aspect of teaching. As reflective practitioners and those who must respond to ever-changing circumstances, it is imperative that we not only address the academic challenges that teachers and teacher-trainers face, but

also approach the situation focused on a holistic approach to teaching and teacher training. This presentation will focus on research-based strategies that will equip teachers and teacher-trainers to respond to this crisis with compassion and focus.

Outcomes:

1) Synthesize a holistic view of students into his or her teacher training practices.
2) Model compassion to his or her students, with the intent that the modeling will carry over into the new teacher's pedagogical and interpersonal skills.
3) Integrate research-based practices into teacher training during crisis.

Virtual Visits: Designing Online Field Trips in Environmental Science Courses
Megan Lupek, North Carolina State University
Keyword Search: virtual field trips; online learning; environmental science

When designing a distance education course, recreating immersive experiences in an online learning environment can be difficult. Virtual field trips provide one way of presenting engaging course content that meet class learning objectives in an asynchronous online environment. This presentation discusses the pros and cons of two virtual field trip platforms: ThingLink and ArcGIS Story Maps. Examples from Environmental Science classes will be showcased. The design process of each example will be explained and student learning outcomes will be described.

Outcomes:

1) Describe how virtual field trips can help meet class learning objectives.
2) Explain the pros and cons of virtual field trip platforms.
3) Determine whether they can use virtual field trips in their own classes.

'Scaffolding' Student Learning in General Chemistry for Online Synchronous Classes
Madhu Mahalingam, University of the Sciences
Elisabetta Fasella, University of the Sciences
Keyword Search: group problem solving, scaffolding, online synchronous pedagogy

We describe how we adapted our face-to-face 'scaffolding' pedagogy for online synchronous classes. The 'scaffolding' is achieved before, during and after class using technology and peer-to-peer learning. Pre-class and in-class engagement were maintained by assigning questions on TopHat, an active learning platform, followed by homework on an adaptive learning platform, ALEKS. The culminating activity in the pedagogy is higher level group problem solving in recitation which was most impacted by the shift to remote learning. We compare the challenges of group problem solving in Zoom breakout rooms to those in face-to-face classes using student surveys and student performance on exams.

Outcomes:
1) Understand how we implemented our 'scaffolding' pedagogy in online synchronous General Chemistry class and recitation.
2) Understand the impact of regular, frequent problem-solving practice with immediate feedback, on student understanding of the material.
3) Recognize potential hurdles and optimize implementation of the pedagogy in online classes.

Can Tweeting Lead to Improved Student Metacognition?
Neal Malik, California state University, San Bernardino
Keyword Search: twitter, retrieval practice, metacognition

From celebrities to politicians, Twitter is one of the most widely used social media platforms. Could Twitter be used by educators to improve metacognition in students? An opportunity exists to use Tweeting toward incorporating metacognition, stimulating active participation, and enhancing the learning process and outcomes among students. Research has indicated that retrieval practice is a highly effective pedagogical practice. This session will detail retrieval practice and how student Tweeting could be incorporated into the classroom and promote students' learning.
Outcomes:
1) Define retrieval practice as it relates to student learning and metacognition.
2) Apply retrieval practice to student learning and metacognition.
3) Assess the use of Twitter to foster learning and metacognition among students.

The Assessment Blueprint - Aligning Learning Outcomes and Assessments
Alisha Malloy, North Carolina Central University
Laurell Malone, North Carolina Central University
Keyword Search: Assessments; outcome; Bloom's taxonomy; course objectives

This presentation takes a Backward Design approach to look at what we want students to know and be able to do. Instructors who use effective teaching practices establish powerful learning objectives that are measurable and use formative, summative and authentic assessment to ensure student-learning outcomes are met. Participants will use Bloom's Taxonomy to review their course syllabi for alignment of assessments with course objectives and learning outcomes. Alignment of assessments with teaching and learning provides multiple opportunities to track student progress and increase student performance, student engagement, and student achievement.
Outcomes:

1) Assess the measurability of learning objectives in your courses.

2) Differentiate between learning objectives and learning activities for course continuity.

3) Use Bloom's Taxonomy and the Learning Objective Easy Generator to write measurable learning objectives.

New Frontiers in Virtual Experiential Learning: Biomedical Engineering Technology Internship

Joie Marhefka, The Pennsylvania State University

Keyword Search: biomedical engineering technology, virtual experiential learning, internship

The Biomedical Engineering Technology (BET) field is hands-on in nature, but Covid-19 forced us to offer a virtual alternative to the required internship. No previous literature has examined how important outcomes and learning objectives of a BET internship can be maintained through a virtual experience. Feedback on the important benefits and learning objectives of the internship, from student and supervisor perspectives, was collected to help faculty develop a more robust virtual internship experience for future iterations of the course, should the need arise. We will also discuss the relationship to broader conversations about the increasingly hybrid nature of instruction post-Covid.

Outcomes;

1) Understand important learning objectives in a technical internship.
2) Think about how these objectives can be translated into virtual experiential learning.
3) Consider virtual internships as one of several alternatives students can pursue post-Covid.

Cultivating Genuine Evidence of Self-Efficacy within the Classroom

Ronda Mariani, Bloomsburg University of Pennsylvania

Thomas Tanner Bloomsburg University of Pennsylvania

Keyword Search: self-efficacy, efficacy judgments, student motivation

As educators, we contribute to individuals' thoughts, therefore, contributing to their success (Bandura, 1977). Educators have a significant role in developing self-efficacy within an individual, and in undoing the times in life, experiences may have diminished this belief in oneself; that one can achieve anything one set out to do. Researchers realize the importance of self-efficacy in education and how it impacts and motivates students' learning and future success (Van Dinther et al., 2011). This poster presentation will highlight tangible practices that educators can use to promote genuine evidence of self-efficacy in the classroom.

Outcomes:

1) Define the cultivation of self-efficacy within the classroom.

2) Examine how self-efficacy impacts student performance and lifelong success.
3) Applying determining efficacy judgments, performance outcomes, verbal persuasion, vicarious experiences, and psychological feedback.

Learning to Support and Sustain Cultural (and linguistic) Diversity: Perspectives of Preservice Teachers

Ann Martinelli, The Pennsylvania State University
Roxanna Senyshyn, The Pennsylvania State University
Keyword Search: culturally sustaining pedagogy

The work describes a collaborative project and study implemented by two teacher educators in an elementary education program that strives to emphasize linguistically informed and culturally responsive pedagogy and practices through coursework to prepare teacher candidates for their filed experiences and pre-and student teaching practicum in a bilingual partnership school. This exploratory study of preservice teacher awareness and perceptions of linguistically and culturally responsive practices as well as their experiences through the engagement with multicultural children's literature showed positive results. Students reported increased awareness, slightly shifted perspectives, and benefits of collaborative peer learning. Outcomes:
1. Develop a secure understanding about how college professors need to embed teaching strategies that reflect students' culture and linguistic background.
2. Understand the importance of designing curriculum that mirrors students linguistic and cultural background.
3. Better determine how the use supports the classroom community, gain insight about how using multicultural literature promotes engagement from urban black and brown students.

Assessment Beyond the Grade: Using Self-Reflection to Enhance Learning

Courtney McCormick Lewis, Eastern Michigan University
Keyword Search: assessment, critical thinking, hands-on

The purpose of this poster is to showcase a method that focuses on student critical thinking and self-assessment. Too often students tend to focus on what grade they receive on an exam or quiz and they miss the big picture of applying the material to practice. Students can recall explicit knowledge, but what can we do as educators to help with the formation of tacit knowledge? Giving students an opportunity to try out their skills and reflect in a safe environment enhances the learning process and fosters critical thinking and the formation of tacit knowledge.

Outcomes:
1) Have a deeper understanding of assessment and its need.
2) Understand an approach to hands-on exams that engage students in critical thinking.
3) Understand a hands-on assessment strategy that may be useful in their practice.

Specifications Grading: Ungrading: Outcomes: Heart
Jennifer McCrickerd, Drake University
Keyword Search: specifications grading, ungrading, student-centered, autonomous learning, relational teaching

Few teachers enjoy grading. We go through the many stages of grading each semester (denial, anger, bargaining, depression and acceptance) and if we get to acceptance, it is likely begrudging. Currently grading strategies beyond the traditional abound. In this presentation we will discuss Specifications Grading and Ungrading – two approaches I've used with success – and I will make the case that Ungrading is more easily incorporated into a heart centered approach to teaching while Specification Grading is more easily incorporated into a outcomes-based approach. We will also discuss additional strategies for autonomous learning and relational teaching.
Outcomes:
1) Have a deeper understanding of Specifications Grading.
2) Have a deeper understanding of Ungrading.
3) Have additional strategies for heart-centered teaching.

Social Justice Issues Across Disciplines: Collaborative Teaching and Integrative Learning
Nikki McGary, Naugatuck Valley Community College
Kathy Taylor, Naugatuck Valley Community College
Keyword Search: social justice pedagogy, interdisciplinary, collaborative teaching

Using a social justice framework grounded in equity and access, we explore how social justice issues intersect across disciplines and how collaborative teaching allows for students' critical exploration of society and self. After introducing the concept of a social justice framework and discussing the significance and benefits of collaboratively teaching about social justice issues across disciplines to provide opportunities for true integrative learning, we will provide practical examples of how this can work in real life and guide viewers to brainstorm how this can be implemented in their own institution.
Outcomes:
1) Define a social justice framework and apply it to their own discipline.

2) Defend the importance of integrative, interdisciplinary learning in order to support students' critical exploration of society and self.
3) Brainstorm an interdisciplinary lesson focused on a social justice issue relevant to two or more disciplines.

Relationship Between Multiple Quiz Attempts and Course Grades
Michael McGuire, Washburn University
Keyword Search: retrieval practice, online quiz attempts, online assessment

Online learning platforms have a variety of testing settings instructors can manage and apply to learning assessments. An overarching goal for educators is to optimize learning via testing settings in course management systems. Specifically, instructors can provide students with multiple attempts in hopes of promoting retrieval practice for increased retention. Yet, there is a lack of research investigating the effect of providing multiple attempts on overall course grades. Our research will provide participants with insight into how multiple quiz attempts impact students' course performance, and how they might apply these findings in their courses to optimize learning.
Outcomes:
1) Recognize how varying quiz attempts in an online environment relates to providing retrieval practice for students in an effort to improve learning.
2) Differentiate the approaches used to encourage and support the retrieval practice in the context of online quizzing.
3) Plan how they would go about adjusting quiz attempts to support learning in an online environment.

Leveraging Remote Learning for Cross-Institutional Collaborative Scholarship
Erin A. McKenney, North Carolina State University
Diana J. R. Lafferty, Northern Michigan University
Keyword Search: multi-institutional collaboration, student-driven scholarship, scaffolded term project

While many pandemic interactions are constrained compared to face-to-face teaching, online learning has unleashed multiple opportunities for remote engagement. Here we present a collaborative partnership between students enrolled in 200-level conservation classes at North Carolina State University and at Northern Michigan University. We assigned students from both universities into teams, and dedicated 8 classes across the 15-week semester to joint Zoom sessions to facilitate teamwork in breakout rooms. We provided guidelines for team communication and included multiple opportunities for reflection and evaluation of individual

and peer contributions prior to presenting their research at the NCSU and NMU undergraduate symposia.
Outcomes:
1) Design a scaffolded term project around measurable professional development benchmarks.
2) Identify opportunities to integrate multi-institutional collaborative scholarship in course design.
3) Facilitate student reflection on individual and peer contributions to team project.

Teaching Research to Future Business Educators Online
Scott Mehall, Bloomsburg University
Jeremy Jeffery, Bloomsburg University
Keyword Search: asynchronous, research, business

Research courses exist in teacher preparation curricula for multiple reasons. First, they enable future educators to understand the how and why of educational research in order to become better consumers of research. This can lead to more effective classroom practices, policymaking, and instruction. In addition, they also allow educators to be introduced to research who may then conduct research themselves, thereby contributing to and advancing the field. This presentation focuses on a graduate Business Research course taught in the asynchronous online format. The student population of interest are either future or currently practicing business educators in the K-12 level.
Outcomes:
1) Understand how business research can be taught online to promote better consumption of research.
2) Understand how business research can be taught online to facilitate more effective research from educators.
3) Identify the challenges of teaching research online to future educators.

Videos for Teaching Undergraduates about Stereotypes and Bias
Sal Meyers, Simpson College
Pascasie Redhage, Simpson College
Keyword Search: stereotypes, diversity, videos

Diversity, equity, and inclusion are more important than ever, and faculty are being called upon to address these issues with undergraduates. I partnered with an advanced undergraduate student to create materials that any instructor can use with first-year students. I identified relevant scientific publications, we discussed them, and then my partner created

short videos that translate diversity science into language anyone can understand. In this presentation, we will share the videos about the stereotype content model and BIAS map, and we will discuss different ways instructors could use these videos in their own courses.
Outcomes:
1. Provide their own students with evidence-based information to help students better understand the harmful consequences of cultural stereotypes.
2. Introduce students to the ambiguous nature of many stereotypes (i.e., many stereotypes include both positive and negative characteristics).
3. Teach students about the emotional and behavioral consequences of the four categories of stereotypes.

Real World Case Study Design for a Complex World
Maung Min, The Pennsylvania State University
Laura Cruz, The Pennsylvania State University
Jennifer Parker, The Pennsylvania State University
Kelsey Klinger, The Pennsylvania State University
Denise Ogden, The Pennsylvania State University
Keyword Search: case study, interdisciplinary, COVID-19

Instructors from multiple disciplines reflect on their experiences in an innovative scholarship of teaching and learning (SOTL) study, the purpose of which was to study how students learn to work through complex, interdisciplinary, "wicked," problems that are characteristic of the modern global age, an approach that steers us away from the historical emphasis on skills-based learning. Danny Meyer, CEO of Union Square Hospitality Group, and his handling of COVID-19, served as a real-world case study, enabling students to navigate super complex challenges faced by the restaurant industry during the pandemic. The benefits of an interdisciplinary case-study approach will be highlighted.
Outcomes:
1) Apply case study learning to class curriculum.
2) Understand the pedagogical turn toward complex learning environments.
3) Grasp the benefits of interdisciplinary collaborations.

Developing Intercultural Competency Skills through a Global Active Learning Project
Richard T. Minoff, University of the Sciences
Keyword Search: intercultural competency, intercultural effectiveness scale (IES), X-Culture Project

This session shares an approach to developing student intercultural awareness and competency by utilizing the X-Culture Global Collaboration Project, pairing students in several countries to work virtually through a real business problem. This 'reality-based', active leaning project, and other in-class activities, provide a unique platform for students to encounter intercultural situations requiring analysis, problem-solving and behavior change to become more effective in diverse, multicultural teams. Students gain significantly increased self-awareness, an enhanced understanding of the importance of developing critical intercultural skills and competencies, and the ability to assess the impact of their behavior to more effectively work in multicultural teams.

Outcomes:

1) Review and consider the practical need for students to develop Intercultural Awareness and Competency skills, as well as a Multicultural Mindset given our globalized world, especially from a career perspective.
2) Learn how to incorporate the X-Culture Global Collaboration Project into existing courses or in the development of new courses in a wide-range of disciplines to build student skills.
3) Develop a plan to assess student pre and post course intercultural awareness and competency skill development.

Supporting and Promoting Student Success in Higher Education
Marilyn Moore, National University
Keyword Search: student success, higher education, online teaching

Students' success has become a growing interest area in higher education. This presentation focuses on the need for student success in higher education. Attendees will examine research-based strategies that contribute to student success and will include effective online teaching strategies, social-emotional competences, and accessible evaluation criteria. As chair of a Student Success Committee for a university program, the presenter will share experiences in helping students succeed. Attendee interaction will be encouraged and a PowerPoint presentation will be shared.

Outcomes:

1) Identify five core social-emotional competences as keys to success.
2) Strategies for students to learn more effectively.
3) Identify how to make evaluation accessible to students.

Enhancing Equitable Online Condensed Course Learning Through Backward Design, including Meta-Learning
Diane F. Morean, Elmhurst University
Katherine H. Cassidy, Cleveland Metropolitan School District
Keyword Search: backward design, equitable access, andragogy

For an incoming graduate-level cohort, COVID-19 required our transition to remote learning and innovation to provide equitable access to a newly condensed (4-week) foundational course. Using backward design, we first identified course outcomes, then learning measures, then the curriculum. Evidence-based meta-learning principles informed the teaching approach, which included: learning about learning and test-taking, flipped plus synchronous instruction, differentiated lectures, diagnostic and summative assessments, immediate feedback, peer-learning, and self-evaluation. Multivariate analyses of four pre- vs. post-test sets revealed significantly higher posttest scores. Successive pretest scores significantly improved, too. Posttest scores were consistently high (no significant differences), further demonstrating successful knowledge acquisition.
Outcomes:
1) Promote success on summative assessments.
2) Backward design a condensed, online, graduate-level course that offers equitable access to students (including members of an incoming cohort) with diverse levels of prerequisite pre-course knowledge.
3) Describe theoretical underpinnings of actionable best practices in online learning related to: a) the learner, b) the learner's experience, and c) intrinsic motivation.

I Know My Stuff, Really! Sharing Professor Content Knowledge Online
Karen Moroz, Hamline University
Keyword Search: content knowledge, social presence, strategies

Participants will travel with the presenter as she shares her journey thus far with asynchronous online instruction: from initial collaborative research on social presence in online learning environments to course evaluation comments regarding professor content knowledge to reflection and practice using what she learned about social presence to help resolve "issues" with displaying content knowledge in a fully asynchronous online course. The journey will "end" with a look at preliminary findings and a look toward next suggested travel paths for both presenter and participants as they work to create rich online learning environments for all learners
Outcomes:
1) Define and reflect on social presence in fully online asynchronous courses

2) Connect the importance of social presence to the explicit sharing of content knowledge.
3) Share ways to illustrate instructor content knowledge.

Using Formative Evaluation to Assess Students' Mid-Semester Performance Amid Pandemics

Salome Mshigeni, California State University San Bernardino
Keyword Search: assessment, evaluation, performance

With the suddenness of the move to virtual modes, many students are facing unexpected challenges (flexible work schedules, virtual classroom concentration, access to physical library services, lack of face-to-face time with instructors/peers, clear comprehension of syllabus content, poor internet and keeping pace with a fast-paced academic schedule). This presentation provides the use of formative evaluation (pulse check) as an evidence-based tool for instructors to employ in order to make necessary adjustments during a 15-week semester. An overview of students' feedback will provide insights on their academic needs. Concrete recommendations on making timely adjustments and meet students' needs will be discussed.
Outcomes:
1) Analyze students' academic challenges.
2) Understand evidence-based strategies to assess students' mid-semester performance.
3) Determine when to make timely adjustments in order to improve students' overall performance.

Building Faculty Presence in the Remote Environment

Stephanie Marchetti, Mount Wachusett Community College
Keyword Search: accessibility, inclusion, academic design

Building a presence in your web class enhances accessibility, inclusion, and participation throughout the semester. This poster presentation offers easy-to-implement steps towards removing the anonymity of web courses and bringing the connection of an in-person class to the remote environment. Aligning with Dr. Paul Hernandez's Pedagogy of Real Talk, consider how your written words are interpreted, how your assessments interact with student learning styles, and how your video and audio presence can adjust the dynamic of an online academic community.
Outcomes:
1) At the end of this session the participant will be more conscious of how their written language is interpreted and understood by students.

2) At the end of this session the participant will understand how increased presence reduces academic dishonesty concerns.

3) At the end of this session the participant will learn how to flex online courses in consideration of different learning styles.

Instructional Strategies for Keeping Students Engaged Online

April Millet, The Pennsylvania State University
Stevie Rocco, The Pennsylvania State University
Keyword Search: student-centered; instructional strategies, online pedagogy

Student engagement is necessary for learning; the more engaged students are in a course, the deeper their learning (National Survey of Student Engagement, 2017). This session will explore how Penn State's Dutton Institute learning design team introduced instructors to three types of interactions to create engaging, student-centered, active learning experiences in remote courses during the pandemic. Practical instructional strategies will be shared for creating and maintaining engagement by utilizing tools available at many institutions.
Outcomes:
1) Understand the importance of the 3 types of interactions (Moore, 1989) Recall examples of how interactions were used to increase engagement.
2) Recall examples of how interactions were used to increase engagement.
3) Apply these instructional strategies to their own courses.

A "Back to the Studs" Pandemic Teaching Philosophy

Shannon Murray, University of Prince Edward Island
Jessica Riddell, Bishop's University
Lisa Dickson, University of Northern British Columbia
Keyword Search: hope, teaching philosophy, pandemic pedagogy, pedagogies of care, reflection to practice

Emergency remote teaching required the three of us to take our carefully developed and complex teaching philosophies "right back to the studs." What had been two or three pages of metaphor and aspiration buttressed by evidence became simple memorable commandments – like "stay connected, keep it simple, be flexible, be kind" -- that helped us test any new course design, assignment, or response to a student. This session examines the process of determining what, when dealing with so much change, loss, and even threats to our professional identities, would we cling to?
Outcomes:
1) Reflect on the core values of a teaching philosophy.

2) Describe and assess the learning environment in light of those values.
3) Adapt or adopt practices that allow us to live those values in the classroom.

Raising STEM Interest Among Underserved Youth Through Problem-based Learning
Jaymee Nanasi Davis, University of Hawaii Maui College
Nahid Nariman, Director of Research, TIDES
Keyword Search: problem-based learning; STEM; underserved high school students

As technological advancements revolutionize the global economy, this project aimed to expand the number of underrepresented students interested in pursuing careers in science, technology, engineering and math (STEM) through Problem-Based Learning (PBL). This project, began with providing Professional Development in the implementation of PBL for the instructors, used PBL to engage students by challenging them in solving hands-on, real-world problems in their communities, and explored the influence of PBL on the career interest of high school students in a summer Upward Bound Program.
Outcomes:
1) Know about the effects of STEM PBL program on students, specifically on enhancing their desire for STEM fields and careers;
2) Visualize the opportunities of Out of School (OST) science programs with PBL perspectives;
3) Create authentic professional learning experiences for teachers, and
4) Review resources and tools available to initiate community engagement between University partnerships and out of school programs.

Tearing Down the Virtual Walls: Reimaging Social-Emotional Learning
Amanda Nelms, Belmont University
Keyword Search: online teaching, social-emotional learning

As learners, we crave human interaction to be able to think critically about new concepts. When moving courses online, with little time to plan, this can be disrupted. This session will explore one instructor's journey to implement social-emotional learning into one course while utilizing multiple learning environments at the same time. Participants will be asked to review their own instructional practices during the pandemic and brainstorm ideas to strengthen current practices that support students' social-emotional learning.
Outcomes:
1. Identify the need for peer interaction to retain information in higher education courses.

2. Apply concepts learned to explain how to include more opportunities for social-emotional learning in courses.

3. Evaluate and refine current instructional practices to create a plan to modify current instructional practices.

Student Sense of Belonging in STEM: Before and During COVID-19

Thomas Newpher, Duke University
Sarah Simmons, Duke University
Isabella Swigart, Duke University
Alberta Simmons, Duke University
Alexandra Bennion, Duke University
Keyword Search: COVID-19, student belonging, online learning

Previous research has shown that belonging is essential to retention in STEM, with evidence of improvement in academic performance. We distributed a survey to undergraduate students in STEM courses in 2019 and 2020 to understand how course format and classroom culture influence belonging. Our data showed there was a significant decrease in sense of belonging for remote learning (2020) when compared to in-person instruction (2019), and that factors such as perceived instructor support and competitiveness affect reported levels of belonging. Our results highlight the important role that instructional faculty can play in promoting student belonging in remote learning course formats.

Outcomes:

1) Describe how an undergraduate's sense of belonging in STEM courses at Duke decreased significantly between fall 2019 and fall 2020, the first semester with online learning.

2) Describe the course characteristics that impact a student's sense of belonging in both online and in-person courses.

3) Describe the average difference in sense of belonging between class years.

The Importance of Belonging in an Upper-Level Science Course

Shanna Nifoussi, University of Wisconsin Superior
Keyword Search: groups, belonging, biology

Group work is an integral component of the active learning classroom; establishing an individual's sense of belonging in small groups is an important aspect of learning, increasing student engagement with the class. My research focuses on how group formation based on

learning styles (active, reflective, or random) influences an individual's sense of belonging in the group? While no differences were found in group belonging between the groups, differences in correlations between group parameters and a students' sense of belonging emerged. This data solidifies the importance of developing a student's sense of belonging to facilitate course engagement and content understanding.

Outcomes:

1) Understand how learning styles impact a student's sense of belonging in small groups completing problem-based learning tasks.
2) Compare different small group formation (construction) formats (arrangements) in terms of group work parameters (productivity, understanding of material, feeling safe to share, willingness to work again).
3) Apply lessons learned from my experiences to fostering small group communities within their own classroom, ultimately enhancing a student's sense of belonging in the overall class.

Who needs writing? Engaging STEM Majors in Public Science Writing

Jennifer Osterhage, University of Kentucky
Katherine Rogers-Carpenter, University of Kentucky
Keyword Search: WAC (Writing Across the Curriculum), writing transfer, motivation

As the COVID 19 pandemic has shown, the scientific community has an obligation to clearly communicate scientific ideas to the general population. Communication skills are also critical for STEM undergraduates. The course discussed here, Writing Public Science, was integrated into the University of Kentucky's Biology curriculum to fulfill the university's writing requirement. Like other "Writing Across the Curriculum" courses, this class focuses on using writing to learn and to construct knowledge. Our students compose essays that explain scientific research to mainstream audiences. We also describe efforts to promote the class's usefulness to students before registration and during the semester.

Outcomes:

1) Be familiar with a model of how a Writing Public Science course can be developed and integrated into STEM curricula.
2) Understand the benefits of the course for STEM majors.
3) Understand our efforts to foster student investment in the course before and after enrollment.

The Use of Open Access Educational Resources to Enhance Student Engagement and Learning in Introductory College Classes

Zeliha Ozdogan, The Pennsylvania State University Harrisburg

Keyword Search: Open Access Educational Resources, Student Engagement Tools, Interactive Learning

Student engagement has always been at the center of many conversations regarding quality in higher education, its importance elevated even further during the COVID era with online learning. Instructors can use free technologies and resources available to adapt to a shifting educational landscape. This presentation will share the classroom use of the Federal reserve Bank of St. Louis' open access resources to promote student engagement in introductory economics courses. Specifically, the impacts of FREDCast forecasting game, Fred Interactives materials, and COVID real-time data dashboards on student engagement is discussed by using the preliminary measures of student's perceptions.
Outcomes:
1) Explore new technologies and resources available for free to adapt to a shifting educational landscape.
2) Assess the effectiveness of the free area specific online resources in teaching.
3) Examine the games, simulations, and data dashboards by Federal Reserve Bank of St. Louis to enhance student engagement.

Passive or Productive? Maximizing Productivity in Virtual Groups
Colleen Packer, Weber State University
Keyword Search: Virtual Engagement, Zoom, Virtual Group Productivity

With the disruption of traditional course delivery due to the current pandemic, many instructors have been required to move their courses to virtual delivery platforms, which are often challenging in terms of keeping students engaged with each other and course content. This session addresses virtual engagement strategies, focusing on productive group work in breakout rooms. Using foundational learning principles for student success (Howell, Harris & Zakrajsek, 2015), participants will reflect on their own efforts to facilitate engagement in virtual settings. Participants will gain information regarding best practices for productive virtual group work and facilitating student engagement in virtual settings.
Outcomes:
1. Recognize factors that impact group productivity
2. Experience and identify best practices for productive group work in virtual settings 3. Integrate at least one strategy to enhance virtual engagement in their virtual teaching environments.

Online Debates: Engaging Students in a Virtual Learning Environment

Pooja Patel, Texas A&M University
Nephy Samuel, Texas A&M University
Keyword Search: implementing debate virtual class, engaging large class

The recent pandemic has affected the education system worldwide, from schools to universities. It has changed the traditional academic and education set-up forever. There is well-documented evidence showing the positive impact of active learning strategies on student learning and engagement. Educators are continually working to implement these strategies in the classroom environment. However, digital learning has highlighted a new challenge of how to engage learners in a virtual environment. This poster will discuss how debates were successfully implemented in a virtual environment involving a large classroom size, as well as the impact on student engagement and learning.

Outcomes:
1) Identify barriers to student engagement in a virtual learning environment.
2) Discuss the impact of online debates on student learning and engagement.
3) Devise strategies to implement debates in a virtual classroom environment.

Active Learning through the Flipped Classroom: Success, Failure, or Both

Jessica Peacock, Merrimack College
Kathryn Lewis, American International College
Keyword Search: flipped learning, sciences courses, active learning

Traditionally, college science courses are taught in a lecture format, a passive way of learning often referred to as the "traditional model" in pedagogy. In response to the growing evidence of the effectiveness of active learning, and in an effort to improve student success, we compared learning outcomes and student satisfaction between flipped- and traditionally-taught sections of two different health science courses. Outcomes were controversial, which may provide guidance for best practices in flipped learning based upon course and student differences.

Outcomes:
1) Customize your course to achieve tangible learning outcomes in using flipped learning.
2) Incorporate best practices of flipped learning while planning the course curriculum to ensure high student satisfaction and performance.
3) Recognize potential pitfalls and barriers while planning a flipped classroom.

Small Steps, Big Benefits: Taking Equity into Your Classroom

Rebecca Pearson, Central Washington University
Keyword Search: equity, anti-racism, teaching practices

This session will consider equity as a result of doable faculty practices. Participants will take away examples, tools, and new thinking. Learn simple practices to emphasize equity, anti-racism, and the college experience.
Outcomes:
1) Link critical literacy, anti-racist, and other equity-related content and strategies to their own course outcomes.
2) Outline at least one assignment to support students toward documenting growth as critically literate college learners.
3) Design brief tools to capture student voice around course strategies and content.

Pooja Patel, Texas A & M University
Keyword Search: gamification, engaged learning basic skills lab

Now more than ever, we as educators are looking for ways to engage students in a classroom. Gamification, refers to the application of game mechanics into the learning environment and has shown to be an innovative approach to motivating students to be more actively engaged in their own learning. This session will discuss how games were successfully incorporated into a skills-based course and help participants learn how to gamify their own classroom activities.
Outcomes:
1) Outline the benefits of gamification.
2) Evaluate how gamification was successfully incorporated in a skills-based lab course.
3) Discuss and identify methods in which gamification can be implemented into a classroom.

Implementing Student Self-assessment to Motivate and Enhance Achievement
Karen Pezzolla, Bloomfield College
Michelle Anderson, Aquinas College
Keyword Search: self-assessment, self-assessment skills, assessment for learning

Many times, students do not know where to begin or how to engage in the process of assessing their learning. Critically reflecting on assignment submissions can lead to increased academic achievement and support self-directed learning. When students become part of the assessment process, using rubrics, they can identify their own strengths and weaknesses, taking charge of their own learning as they "gauge their own performance as an informational, rather than a judgmental matter" (McMillan & Hearn, 2008, p. 45). Through implementation

of self-assessment, students increase awareness of what they've learned, if they've learned enough, and how well they've done (Tyagi, 2017)

Outcomes:

1) Identify student self-assessment reflective activities as instructional strategies.
2) Analyze current assignments in the context of supporting student self-assessment.
3) Develop rubrics, rating scales, or visual organizers that enable students to make adjustments to their work prior to grading.

COVID Casualties? Student Perception of Clinical Education During a Global Pandemic

Pamela Pologruto, The Pennsylvania State University
Jennifer Jewell, The Pennsylvania State University
Laura Cruz, The Pennsylvania State University
Keyword Search: clinical education, information literacy, student decision-making

During the unprecedented time of COVID-19, physical therapist assistant students were confronted with sudden and expected barriers to completing their mandatory face to face clinical experiences. This interactive session will explore our study of how students navigated these challenges, including information literacy, personal safety, and perceptions of learning quality related to their participation in an unknown, highly stressful clinical environment. These findings have implications for current and future decision-making paradigms for informing students of risk, developing potential alternatives to direct clinical experience, and enhancing the calculus of student decision-making under unprecedented conditions.

Outcomes:

Evaluate the decision-making processes used by students choosing to engage in clinical experiences under uncertain conditions.

Apply insights regarding student consumption of official and unofficial information sources to policy, practice, and teaching.

Engage in critical conversations regarding the future challenges and opportunities inherent in clinical education.

Impact of Institutional and Faculty on Students' Civic Engagement/Outcomes

Jaclin Rivard, National University
Keyword Search: Civic Engagement, Civic Outcomes, NSSE

Researchers have clearly linked higher-education attainment to increased civic engagement, but aspects of higher education that contribute to this phenomenon have not been fully explored. This study examines the relationship between the emphasis that faculty members and institutions place on civic engagement and students' actual civic engagement and civic

outcomes. Analyses are based on data from the National Survey of Student Engagement and the Faculty Study of Student Engagement. The findings show that both faculty emphasis on civic engagement and institutional emphasis on civic engagement are positively associated with students' civic engagement and civic outcomes. Outcomes:

1) Recognize the relationship between Institutional Emphasis on Civic Outcomes and Students' actual Civic Engagement and Outcomes.
2) Recognize the relationship between Faculty Emphasis on Civic Outcomes and Students' actual Civic Engagement and Outcomes.
3) Describe the value of foci on civic engagement and outcomes for undergraduate students.

Connections, Concepts, Concrete Practice, & Conclusions: 4 C's of E-learning

Eugenia P. Roberts, Midwestern University
Bradley S. Roberts, Midwestern University
Denise A. Mills, Midwestern University
Keyword Search: Interactive, e-learning, education

E-learning in education is a relatively new yet essential concept in the current post-COVID educational environment. E-learning can be defined as any educational information that is electronically delivered. Included are webinars whether audio or visual, teleconferences, and synchronous or asynchronous distance learning. Just because learning is not face-to-face it does not have to be boring or void of interactivity. Just like classroom training boring e-learning lies in instructional design and delivery rather than the content or learners. This session describes the 4 Cs of the accelerated instructional design process and simple how-to steps to make e-learning interactive, fun, and engaging.
Outcomes:

1) Discover the 4 concepts essential for creating interactive e=learning programs
2) Develop strategies for making e-learning interactive.
3) Evaluate current techniques used for interactive e-learning.

Improving Pedagogy through Faculty-Student Collaboration

Molly Robinson, Lewis & Clark College
Keyword Search: faculty-student partnerships, Students as Partners

This presentation will describe the scholarly background, implementation, and outcomes of a student-faculty partnership program instigated at a small liberal arts college. These

partnerships, inspired by Alison Cook-Sather's model (Engaging Students as Partners in Learning and Teaching: A Guide for Faculty, 2014), created a collaborative program in which a student was paid to attend a particular class and meet regularly with the faculty member to reflect on the class, provide feedback, and discuss pedagogy. These semester-long partnerships, based on a supportive, constructive relationship between the student and faculty member, have led to positive outcomes for faculty and student partners alike.

Outcomes:

1) Grasp the basic format of Cook-Sather's faculty-student partnership model.
2) Understand its requirements and outcomes at a small liberal arts college.
3) Appreciate more fully the positive role students can play in the pedagogical development of faculty.

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Game On! Increasing Student Engagement Through Gamification

Nephy Samuel, Texas A & M University

Discipline-Specific Podcasts and the Impact on Student Learning

Samantha Schmitz, Mount Carmel College of Nursing
Laura Ratliff, Mount Carmel College of Nursing
Nathan Kessler, Mount Carmel College of Nursing

Keyword Search: podcasts, lifelong learning, active learning strategies

Providing students with a foundational understanding and appreciation for the role that lifelong learning plays within any profession can be a challenge. The exploration of podcasts was introduced to upper-level nursing students as a way to begin the dialogue surrounding what lifelong learning entails. Assignments were created that required students to utilize nursing-focused podcasts as a means to learn outside of the traditional classroom constraints. The initial student response to podcast utilization was mixed. By the conclusion of the pilot project, however, students demonstrated an understanding and appreciation for the integration of podcasting as it relates to lifelong learning.
Outcomes:
1) Discuss one method of incorporating podcasts into course assignments, while ensuring alignment with identified course objectives.
2) Verbalize how podcasts can be utilized to influence student perception related to lifelong learning.
3) verbalize the correlation between integrating podcasts as an active learning strategy and student engagement within a course.

Teaching and Learning Without Grading
Barry Sharpe, Western Governors University
Shannon Scotece, Western Governors University
Keyword Search: desirable difficulties, expert blind spots, and empathy

Imagine if faculty did not design courses, select course materials, or grade student work. What role would faculty play in teaching and learning? At Western Governors University, Course Instructors (CIs) do not design courses or formally assess learning. As CIs, the constraints we experienced on our autonomy in this disaggregated faculty model, at least compared to experiences in traditional faculty roles, have broadened, ironically, our perspectives on the tasks of teaching and learning. These constraints generated desirable difficulties for us, exposed expert blind spots, and engendered greater empathy for students as learners that opened up new pathways for engagement.
Outcomes:
1) Examine how teaching outside of the traditional faculty roles of course design, direct instruction, and assessment can add fresh perspective to the tasks of teaching and learning.
2) Identify how to navigate expert blind spots that might impede student learning.
3) Develop a strategy to model how to practice failure in generating knowledge and making connections.

The Thesis Is in the Table
Arna Shines, Tougaloo College
Keyword Search: thesis, thesis statement, crafting a thesis

First-year students are often unfamiliar with the academic essay, and even further removed from an understanding of the value of a thesis statement. These two realities are compounded by an affinity to numbers -- number of pages, number of paragraphs, and number of words. This presentation will present a proven strategy for teaching students how to identify thesis points, how to identify discussion builders, how to craft a thesis statement, and why an understanding and appreciation of the thesis statement is still relevant.
Outcomes:
1) Participants will know how to complete a thesis table worksheet.
2) Participants will recognize a thesis table.
3) Participants will understand the connection between brainstorming, discussion builders, and thesis points.

Creating More Inclusive Classrooms: Applying Stereotype Threat Interventions
Brian C Smith, JD, PhD
Sal Meyers, Simpson College
Keyword Search: Inclusivity; Stereotype threat

Stereotype threat, the fear of confirming a negative in-group stereotype – for example, a woman taking a math exam – can harm performance. A recent meta-analysis examined 11 interventions to reduce the negative effects of stereotype threat. This session shares the 4 best supported interventions: blurring group boundaries; promoting social belonging; providing in-group role models; and activating multiple identities. Participants will explore specific examples of these interventions and begin to plan how to incorporate them in courses and elsewhere.
Outcomes:
1) Understand that stereotype threat is function of the situation/context.
2) Learn 4 effective stereotype threat interventions identified in a recent meta-analysis.
3) Begin to plan how to incorporate stereotype threat interventions in courses, advising, and elsewhere.

Reimagining and Innovating Learning for Students and Community Partners
Paula Smith, University of Vermont
Keyword Search: Andragogy, Community Engagement, Learning Activity

The pandemic required reimagining learning experiences. A university health professions program partnered with a national organization to retool a community engaged learning activity. Graduate students were paired with athletes with disabilities for a virtual physical activity challenge measuring performance over eight weeks. What had previously been a face-to-face live sporting event became a personalized fitness challenge tailored to the athlete's abilities. This activity embodied andragogical learning for students and met the needs of the community partner to address health disparities and improve athlete health outcomes. All disciplines can leverage innovation in re-purposing activities to meet learning outcomes.

Outcomes:

1) Discover how to partner with community organizations to reinvent traditional learning activities.
2) Apply andragogical learning principles to community engaged activities.
3) Collaborate with community partners and students to promote adult learning in nontraditional classroom settings.

The Benefits of Using an Audience Response System in Class
Frank Spors, Western University of Health Sciences
Keyword Search: audience response system, student perception, improving student test scores

This presentation discusses an evaluation of using an audience response system (ARS) in a first-year graduate optometry course. The potential benefits of interactive engagement include but are not limited to improved student motivation and attention during lectures, understanding of lecture content, preparation of upcoming examinations, and performance in examinations. The students used mobile devices as ARS responders for strategically placed questions throughout the lectures in an optics course. Students were surveyed at the conclusion of the course to evaluate the use of ARS. In addition, we conducted a retrospective cohort analysis from a prior year where no ARS was utilized.

Outcomes:

1) Describe best practices of using an audience response system in live and remote lectures.
2) Explain student perceptions regarding audience response systems.
3) Describe the potential impact of audience response systems on student learning.

A Teaching and Learning Academy for Faculty by Faculty
Gale Spear, Austin Community College
Courtney Mlinar, Austin Community College
Jeff Johannigman, Austin Community College

Keyword Search: interdisciplinary cohorts, teaching and learning academy, evidence-based teaching practices

Anchored in the institution's faculty values and uniquely designed and developed by faculty, the Teaching and Learning Academy contributes to student success by enhancing faculty teaching practices. Faculty enroll in four hybrid courses for a yearlong study of evidence-based teaching practices and reflection on teaching in interdisciplinary learning communities. Faculty-to-faculty feedback enriches teaching as current and new teaching practices are explored. Session participants will learn how the program's approach, the use of the college's success data, and the academy's content marry both administrator and faculty perspectives on effective teaching. The development process, program details, and lessons learned will be presented.

Outcomes:
1) Know a successful format for supporting faculty, in varying disciplines with varying years of experience teaching, to improve their teaching practices.
2) Review the outcome data of a faculty development program designed by faculty for faculty.
3) Understand the use of CCSSE data in faculty programming

SoTL Institute Outcomes: Building a Productive, Supportive Cohort During COVID-19
Jennifer Stanigar, North Carolina State University
Maria Gallardo-Williams, North Carolina State University
Keyword Search: faculty development, educational research, SoTL

The presentation and publication of SoTL/DBER papers are expected outcomes for teaching faculty in higher education institutions. However, most faculty members don't have prior training in this area, and therefore struggle to excel in this task. We have developed an online faculty development program to address this issue. The interdisciplinary SoTL Institute at NC State is a one-year program where participants are selected through a competitive process. Outcomes of the 2020 Institute will be presented including completed projects and those presented at a university-sponsored teaching and learning symposium, at Lilly Online Conference (Fall 2020), and other conferences/publications.

Outcomes:
1) Learn how a faculty development unit implemented a one-year online program for faculty during the COVID-19 pandemic.
2) Explore how the program components supported productive scholarship.
3) Describe program outcomes, both intended and unintended.

Engage: Incorporating Reflective Writing in a Video Game Culture Course
Jeffrey A. Stone, The Pennsylvania State University
Keyword Search: reflective writing, active learning, multidisciplinary

This poster will describe an active learning approach which combines reflective writing, textbook readings, and small group discussion to engage undergraduate students in a multidisciplinary, integrative course on video game culture. This poster will describe the evolution of the approach, including lessons learned. The results of a three-semester pilot study designed to measure student perceptions of utility and impact will also be explored. The pilot results suggest the approach has been successful in building students' perceived skills in reflective writing, in encouraging students to integrate personal experience with course content, and in encouraging students to critically assess assigned readings.
Outcomes:
1) Understand ideas and strategies for integrating reflecting writing into multidisciplinary courses.
2) Understand the benefits and pitfalls of integrating readings, reflecting writing, and small group discussion into multidisciplinary courses.
3) Develop their own ideas and strategies for encouraging deeper and more critical reading of assigned materials.

SUNY Exploring Emerging Technologies for Lifelong Learning and Success (#EmTechMOOC)
Roberta "Robin" Sullivan, University at Buffalo
Keyword Search: emerging technologies, lifelong learning, MOOC

The State University of New York Exploring Emerging Technologies for Lifelong Learning and Success (#EmTechMOOC) <http://suny.edu/emtech> online learning opportunity teaches faculty, college students, and others from across the globe, about the value and implications of emerging technologies to support teaching and learning. This project is an open-access resource that provides strategies to become independent, lifelong learners, and the opportunity to experiment with tools to showcase 21st-century skills. This Massive Open Online Course provides strategies to become independent, lifelong learners and discovery learning opportunities to explore and reflect on the use of freely-available emerging technologies.
Outcomes:
  1) Identify the value and implications of using established and emerging technology tools for personal and professional growth.

2) Gain strategies to develop lifelong learning habits to keep pace with technology change.
3) Navigate in an ever-changing digital world.

Best Practices for Use of Exemplars for Assignment Completion
Jennifer Summers, University of St. Augustine for Health Science
Keyword Search: exemplars, higher education, assignments

Have you been conflicted as to whether using exemplars with your students is a good idea or not? If so, this presentation is for you! You will learn about the purpose and types of exemplars as well as the debate over use of exemplars in higher education. You will leave the presentation with a roadmap for decision making for how to use exemplars as a tool to promote creative and critical thinking within your students.
Outcomes:
1) Understand the benefits and barriers to using exemplars in their teaching in order to make thoughtful decisions for their students.
2) Evaluate the use several strategies for using exemplars for teaching and learning.
3) Apply best practices with using exemplars during a case study discussion.

Preparing Teachers for Live Virtual Sessions with Toddlers and Preschoolers
Judit Szente, University of Central Florida
Keyword Search: Early Childhood Teacher Educators; Virtual Learning; Young Children

This presentation will share reflections on over 50 live Zoom instructional lessons with toddlers and preschoolers amid the first three weeks of school closures due to COVID-19 in the State of Florida. Reflections resulted in three themes: 1) implementing digital sessions with young children; 2) establishing and maintaining home-based child engagement through technology; and 3) ensuring family involvement/engagement through technology. Implications and research recommendations are provided for early childhood teacher education programs and in-service professional development opportunities to ensure that teachers are better prepared for teaching and learning in an online environment.
Outcomes:
1) Preparing teachers for live virtual sessions with toddlers and preschoolers.
2) Learn strategies to establish and maintain home-based child engagement through technology.
3) Learn ways of ensuring family engagement through technology.

Building a Psychologically Safe Classroom: Enhancing Learning with Well-being Techniques

Susan Swayze, The George Washington University
Keyword Search: psychological safety, student learning, well-being

We are at a critical time in United States education. We will bring students back to the classroom after experiencing year-long trauma resulting from the COVID-19 pandemic. Currently, higher education institutions are reconceptualizing instruction and how student learning will occur coming out of COVID-19 shutdowns. Let's build back better with a focus on the individual level constructs of psychological capital, wellness, and well-being. In this poster session, a hypothesized framework depicting how these constructs work in combination to create a psychologically safe classroom will be presented. After participating in this session, I would like attendees to consider implementing techniques to increase psychological safety in their classroom.

Outcomes:
1) Compare approaches to psychological safety in the classroom.
2) Understand how psychological safety contributes to classroom learning.
3) Consider techniques for increasing psychological safety in their classroom.

Reconfiguring: Emerging Models of Integrated Course Design for the Post-COVID World

Michael Tews, The Pennsylvania State University
Laura Cruz, The Pennsylvania State University
Keyword Search: course design, hospitality education, experiential learning, virtual spaces

After weathering the initial unplanned shift, the continued experience of remote teaching has opened up new possibilities for rethinking course design in the post-COVID era. This interactive session presents three models of multi-dimensional on-line/hybrid course design; each of which integrate conventional course components with re-imagined support roles (i.e., community member, industry partner, and learning assistant) and additional design dimensions (i.e., a multiplicity of physical and virtual spaces). We will demonstrate the application of these models to two courses in hospitality and tourism at a large, public, research university, while also identifying potential applications across other disciplines and institutional settings.

Outcomes:
1) Rethink the ecology of pedagogical support roles, including community members, industry partners, and student partners.
2) Begin to apply new models of course design to their own instructional practice.

3) Critically evaluate the evolving relationship between technology and pedagogical design.

Building Better Teachers: Metacognition Enhances Student Transfer to Higher Education
Anton Tolman, Utah Valley University
Nathan Martin, Utah Valley University
Greg Mullen, Exploring the Core
Keyword Search: metacognition, readiness to change, transfer to higher education

Readiness-to-change theory can help faculty recognize obstacles in their teaching, create new opportunities for growth, and facilitate more personalized pedagogies to help their students succeed. A critical point for the application of a metacognitive approach to teaching begins in high school as students prepare for transfer to higher education. This session will describe Phase 1 of a new study testing metacognitive teaching instruments in high school and community college teachers and explore how these tools could inform productive changes in teaching, assist faculty development efforts, and lay a foundation for increased student success in moving from secondary to higher education.
Outcomes:
1) Explain how readiness to change and metacognition play critical roles in how instructors approach their teaching and how they could improve in ways that benefit students.
2) Identify the importance of differences in readiness to change between high school and community college instructors and the role this has in shaping student success when transferring to higher education.
3) Self-evaluate their own teaching approach and reflect on the influence their own readiness to change may have on student learning in their own classes

Immersive Learning at Northeastern State University
Cheryl Van Den Handel, Northeastern State University
Keyword Search: immersive learning, experiential learning, co-curricular, simulation

Immersive learning is a process in which students learn through experiences that are pervasive and intense. Immersive learning is also known as "experiential learning" and "co-curricular" activities. The experience should engage learners and require extensive student input, where the student draws on and applies knowledge that they either already have, or by applying new knowledge, and differing inputs should be able to take the experience in multiple different directions. Students merge theory with practice and actively engage their creativity in the learning process, often outside of the formal classroom. The experiences are coupled with reflection and meaningful assessment.

Outcomes:
1) Demonstrate working well in small and large groups.
2) Act with, arrange, and assemble necessary elements for engagement in the activity.
3) Apply theories and concepts in decision making processes.

The Struggle is REAL!
Marnie Vanden Noven, Belmont University
Michael Hudson, Belmont University
Mary Clark, Belmont University
Keyword Search: pandemic, faculty support, student resiliency

As the light at the end of the COVID-19 tunnel becomes brighter, the inclination of many in higher education may be to race back to the "normal" we have been missing. However, the success of our students and institutions will depend on the thoughtful consideration of the impact of the pandemic on our students, particularly rising sophomores and entering freshmen, prior to their return to campus. This session will highlight the unprecedented issues this population of students will face and will provide participants with a three-prong approach (faculty training, student care and support, and classroom management) to overcoming these difficulties.
Outcomes:
1) Describe/explain the particular difficulties facing college sophomores and freshmen in the time of COVID.
2) Describe multiple strategies they can use to identify and alleviate these issues in their own student populations.
3) 3 Describe multiple strategies they can use as faculty or for training and supporting faculty in this time of transition.

Maintaining the Academic Integrity of Online Exams: Thwarting Contract Cheating
Raisa Velthuis, Villanova University
Keyword Search: online exam, academic integrity, chegg

Examinations are increasingly administered online, either out of necessity or to accommodate non-traditional students. Despite honor codes and academic integrity policies, some students have responded to this change by seeking out outside help from third parties on online platforms. For example, Lancaster & Cotarlan (2021) document a 196% increase in requests for Chegg's near real-time answering service in five STEM subjects alone between 2019 and 2020. This poster familiarizes participants with currently popular platforms, highlights

methods to address or prevent academic integrity issues, and provides suggestions for building a strong academic integrity violation case to hold offenders accountable as needed.
Outcomes:
1) Become familiar with at least three channels that students use to solicit online help on assessments.
2) Understand the pros and cons of various online examination methods
3) Acquire at least two techniques to help trace your exams online

The Audacity of Edutainment: Course-casting Engagement for Learners
Jeff Walter, West Coast University Texas
Keyword Search: course-casting, audacity, edutainment

Following a review of literature and recent studies focused on course-casting (course-related podcasting) and edutainment techniques, this session focuses on the development of short audio announcements for application in any course, whether online, on-site, or hybrid. The session provides a demonstration of the use of "Audacity," a free and open-source audio engineering application, incorporating voice manipulations, background music and sound effects. Participants will learn the benefits of these technological tools and how to use them to create engaging and entertaining content.
Outcomes:
1. Consider the benefits of using multimedia to engage learners with edutaining materials.
2. Review an industry-standard audio engineering application for creating course- and pod-casts.
3. Produce a sample announcement podcast with voice manipulation, background music, and sound effects.

Bringing Online Course Design Forward: Applying Across all Disciplines
Carrol Warren, North Carolina State University
Michelle Bartlett, North Carolina State University
James Bartlett, North Carolina State University
Keyword Search: course design, design thinking, distance education

COVID-19 created a movement in higher education which resulted in a disruption (Gurukkal, 2020). Educators who delivered online instruction pre-pandemic were not alone in their experiences of feeling the urgency to shift the design of coursework and extend a flexible learning environment for students. Applying innovative ideas to support the transition of course formats for teaching online and creating opportunities for faculty support systems have been critical components to successful delivery over the past year (Bartlett et al., 2020).

Distance education during COVID19 prompted educators to rethink their course design and consider course design changes faculty will bring forward post-pandemic.

Outcomes:
1) Understand examples of how transitions during COVID will be implemented in future course design. Outcome
2) Replicate ideas for their online courses shared by presenters.
3) Identify at least one design approach they can utilize in their online courses.

COVID-19 Emergency Remote Teaching: Undergraduate Student Learning, Preparedness, and Well-Being

Kameko Washburn, University of California, Irvine
Miryha G. Runnerstrom, University of California, Irvine
Keyword Search: emergency remote teaching, COVID-19, undergraduate students

The COVID-19 pandemic caused rapid shifts from traditional instruction to emergency remote teaching as university campuses shut-down to protect students, staff, and faculty. This study aimed to examine how these changes impacted undergraduate students' perceptions of their learning, post-graduation preparedness, and well-being. Focus groups were conducted with undergraduate students (n=15) and collected data were analyzed using thematic analysis. Results indicate that students faced several challenges, some that may have long-term impacts, and felt varying levels of support from the university and individual faculty members. Findings can help inform institutional support strategies and priorities for undergraduate students during times of disaster.

Outcomes:
1) Explain how undergraduate students perceived their learning and well-being to be impacted by campus closures and instructional shifts in the early stages of the COVID-19 pandemic and the potential for lasting impacts.
2) Identify ways in which undergraduate students felt supported by institutions and instructors, and areas in which they felt there was room for improvement, during the transition to emergency remote teaching.
3) Evaluate institutional support strategies and priorities for undergraduate students during times of disaster at their own institutions.

Instructor Presence in Asynchronous Online Classes: Not Just a Facade

Sharon Watson, University of Delaware
Keyword Search: instructor presence, online education, student satisfaction

Research shows student satisfaction in asynchronous online courses is positively related to the degree of instructor presence in the course. This empirical study extends previous research on stylistic versus substantive methods of enhancing instructor presence. Results of factor analysis of data from 256 students demonstrate that the methods of instructor presence utilized in the course fall into two distinct groups, categorized as either substantive (e.g., content lectures, detailed feedback) or stylistic (e.g., video introductions, personal bio). Further statistical analysis demonstrates that, while students find value in both types of instructor presence, they assign higher value to substantive methods.

Outcomes:
1) Understand the difference between substantive and stylistic instructor presence.
2) Discover whether students value substantive over stylistic instructor presence.
3) Explore ways to enhance instructor presence in your online courses.

Empowering Student Voice: Using Open Pedagogy to Motivate First-year Students
Eric Werth, University of Pikeville
Katherine Williams, University of Pikeville
Keyword Search: Motivation, Open Pedagogy, Empowerment

Engagement and motivation are critical to students thriving in college. This is particularly important for those who are often thought of as "at-risk", such as first-generation, economically disadvantaged, and BIPOC students. Unfortunately, research indicates that autonomously-regulated motivation actually decreases during the first year of college. This session reports on qualitative research conducted with students who participated in a first-year course based on Open Pedagogy, where they created content for future learners. We will describe what students found motivating about this approach, and how this can help educators better structure assignments of any type to enhance student motivation and empowerment.

Outcomes:
1) Describe how Open Pedagogy is similar and different than other approaches for active student engagement.
2) Identify areas within their own curriculum where Open Pedagogy can be leveraged to increase motivated student engagement.
3) Navigate potholes to implementation of Open Pedagogy, including keys to effective student mentorship, building self-regulated motivation, and understanding ethical use of licensing and copyright.

Silver and Gold: Students Learn to Analyze Metagenomes with Kbase
Jason Whitham, North Carolina State University

Rose Krebs, North Carolina State University
Megan Boland, North Carolina State University
Carlos Goller, North Carolina State University
Keyword Search: Case Studies, Bioinformatics, KBase Narratives

Teaching students metagenomics is challenging because of the vast number of approaches and tools available. To improve student learning and confidence, we created multiple teaching narratives with publicly available datasets and KBase, a user-friendly online platform for reproducible bioinformatics. The narratives were incorporated into an upper-division undergraduate and graduate metagenomics course taught asynchronously online. Metagenomics concepts were repeatedly emphasized with activity modules, interviews of bioinformaticians, and creation of podcasts. Understanding of concepts was assessed through low-stakes open-book quizzes and a capstone data analysis project. Here we discuss student learning outcomes and experience with KBase and share effective KBase teaching practices.
Outcomes:
1) Explain how case studies use KBase and publicly available datasets to teach about the composition and potential of microbial community members.
2) Discuss the advantages and disadvantages of using cloud-based tools such as KBase to empower students to analyze large datasets using computationally intensive tools.
3) Create similar lesson plans that include background reading, mini-lectures, bioinformatics tasks, discussion, and appropriate assessments.

Longitudinal Assessment of Students Progress Using Gamification & Exam Scores
Andrew Wiggins, University of Georgia
Keyword Search: gamification, assessment, academic support services

Students are often reluctant to seek support when falling behind in class. I used Kahoot and exam scores to longitudinally monitor students' progress in sophomore level microbiology course. My method identified students needing academic enhancement based on formative and summative assessment scores. Assessment questions were created around learning goals for each exam unit. Of the 42 students, 15 were identified needing further classroom support. Approximately 33% were connected with peers seeking study groups and began regularly meeting during office hours. In addition, 20% sought support with academic enhancement services. Of the connected students, 50% had an increase in exam scores.

Outcomes:
1) Appreciate the value of using learning goals to create gamification questions.
2) Identify students at risk of falling behind through gamification and exam scores.

3) Recognize the benefit of using gamification to connect students with academic support services.

Faculty Motivation and Concern During a Campus-wide Free Textbook Initiative
Katherine Williams, University of Pikeville
Rachel Messer, University of Pikeville
Eric Werth, University of Pikeville
Keyword Search: faculty motivation, free textbook initiatives, course curriculum

During summer 2020, a 4-year liberal arts institution transitioned from traditional course materials to those free to students. This initiative impacted all courses in undergraduate and graduate programs. During the academic year, researchers explored the impact of the initiative on faculty. One specific aspect of study related to the various forms of motivation experienced by faculty, viewed from the lens of Self-Determination Theory, and if faculty would return to their previous commercial content if the requirement to use free materials were lifted. This session will present study findings and implications for development of faculty at institutions considering similar initiatives.
Outcomes:
1) Describe the various forms of motivation experienced by faculty when required to transition to free course materials.
2) Explain the concerns expressed by faculty with the use of their materials during the fall semester.
3) Reflect on ways in which research findings can be used proactively to prepare faculty for similar initiatives.

Designing for Experienced-Based Learning: A Neuroscientific, Pedagogically Sound Framework
Nancy Winfrey, North Carolina A&T State University
Audrey Dentith, North Carolina A&T State University
Keyword Search: experiential, design, neuroscience

This presentation introduces a design model for leveraging experiential learning in the classroom. Participants will explore the process of connecting students to prior knowledge (experience) as a neurological anchor for new content, creating relevant application tasks (current experience) for reflection and discussion, and then transferring the classroom learning to relevant contexts (anticipating future experience). With each structural sequence, students move through a pedagogically sound learning cycle supported by current neuroscience research on how the brain "learns." This structure can be used repeatedly - with new content-

making planning easier and generating a predictable, and therefore safe, learning environment for students.

Outcomes:
1) Map the overlay of the experiential learning design model with the natural relationship between brain structure and the learning process.
2) Identify components of the experiential learning design model in various applications and will have tracked outcomes in relation to the learning objectives.
3) Contextualize application of the experiential learning design model for use in their specific discipline with adjustments for in person or online formats.

How Do I Begin the Conversation: Fostering Interprofessional Communication Through Experiential Learning?

Leslie Womeldorf, The Pennsylvania State University
Keyword Search: interprofessional education, end-of-life, collaborative healthcare practice

While trained in clinical skills, health professional students often begin their careers unprepared for intimate, patient conversations. This session will describe the implementation and assessment of a pilot project with nursing and social work pre-licensure students. Students completed pre-reading tasks, then attended a virtual event in which they participated collaboratively in the "Hello" game (about end-of-life decisions), whole group discussions, and interacted with an expert clinician panel. The results of the study suggest that experiential activities like these can significantly impact student knowledge, confidence, and engagement in both difficult and interprofessional dialogues.

Outcomes:
1) Engage in experiential learning activities that foster interprofessional communication.
2) Apply principles of fostering end of life dialogues to difficult conversations in their own instructional constructs.
3) Assess the impact of short-term, co-curricular learning activities, such as the Hello event. on cognitive, behavioral, and affective learning outcomes.

Effective Feedback: Building a Community of learners

Natalia Yevgenyevna Collings, Central Michigan University
Keyword Search: feedback, classroom community/culture, student agency

Presenter will share success stories of using feedback in several undergraduate and graduate teacher education online, on-site and hybrid courses. Shared structures and templates are grounded in basic premises of standards-based universal design and cross-disciplinary

literature review, and thus can be easily adapted to any discipline, level and mode. You will examine critical aspects of incorporating feedback into course design: meaningful connections to course objectives, students' participation in developing criteria determining what quality feedback looks like, students' agency in soliciting feedback from instructor and peers and providing it to them, and establishing a sense of community that welcomes feedback.

Outcomes:

1) Learn about successful models of 3 types of feedback: from learner to instructor, from instructor to learner, and from peer to peer.
2) Evaluate several structures and templates for organizing feedback.
3) Examine critical aspects of incorporating feedback into course design.

INSTITUTIONS REPRESENTED

Institutions are current as of publication of this program. Participants who registered after May 1 may not be represented on this list.

Conference Workbook

1-MINUTE PAPER

Give yourself one minute to write a response to the following:

What do you most enjoy about teaching? Think of what brings you energy and happiness or the reason you wanted to become an educator.

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COURSE ENRICHMENT

Take a moment to think about courses you will teach in an upcoming semester. Identify one concern or challenge you have, or anticipate having, in one of those courses.

A. DESCRIBE THE ISSUE OR CHALLENGE THAT YOU HAVE IDENTIFIED.

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B. DESCRIBE THE IDEAL SITUATION OR EXIT BEHAVIOR FOR THE CHALLENGE IDENTIFIED.

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C. TO WHAT EXTENT ARE THE CONTRIBUTING FACTORS TO THE IDENTIFIED CHALLENGE RELATED TO STUDENT BEHAVIOR (OR LACK THEREOF,) AND TO WHAT EXTENT ARE THE CONTRIBUTING FACTORS RELATED TO YOUR BEHAVIOR (OR LACK THEREOF)?

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D. WHAT STRATEGIES MIGHT BE IMPLEMENTED TO ASSIST IN MOVING TOWARD THE DESIRED STATE?

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TAKE-HOME EXAM

2-3 weeks after the conference, review the issue or challenge you noted on the Course Enrichment page. In light of what you learned at the conference:

1. WHAT STRATEGIES HAVE YOU IMPLEMENTED? HAVE THEY BEEN SUCCESSFUL? IF NOT, WHAT ADJUSTMENTS CAN BE MADE?

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2. DID YOU CONTACT ANY NEW CAMPUS RESOURCES UPON YOUR RETURN FROM THE CONFERENCE? IF SO, HOW HAVE THEY HELPED? IF NOT, WHO MIGHT YOU CONTACT?

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3. REVIEW YOUR NOTES FROM THE CONFERENCE AND SELECT ONE NEW CONCEPT OR IDEA TO TRY IN THE COMING TWO WEEKS. DESCRIBE HERE BRIEFLY WHAT YOU WILL ATTEMPT.

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Networking & Contacts

With whom did you speak and wish to have a follow-up conversation at a later time? Try for ten new contacts at this conference.

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REFLECTIONS & NOTES

USE THIS SPACE TO LIST ANY NEW IDEAS FORMED, CONCEPTS CONSIDERED, MUSINGS, OR ANYTHING ELSE THAT MIGHT PROVE HELPFUL TO YOU IN THE FUTURE. CONSIDER: WHAT SURPRISED YOU? WHAT CAN YOU APPLY TO YOUR WORK?

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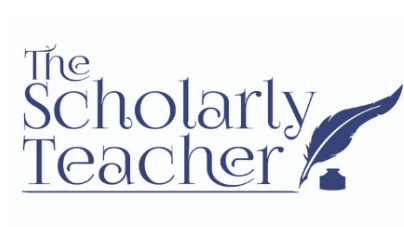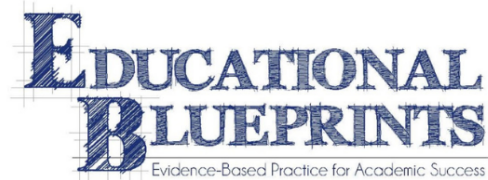
I use the highlighting feature in online research databases; I prefer PowerNotes because it saves everything in one location, and is incredibly organized.

Lauren, Notre Dame

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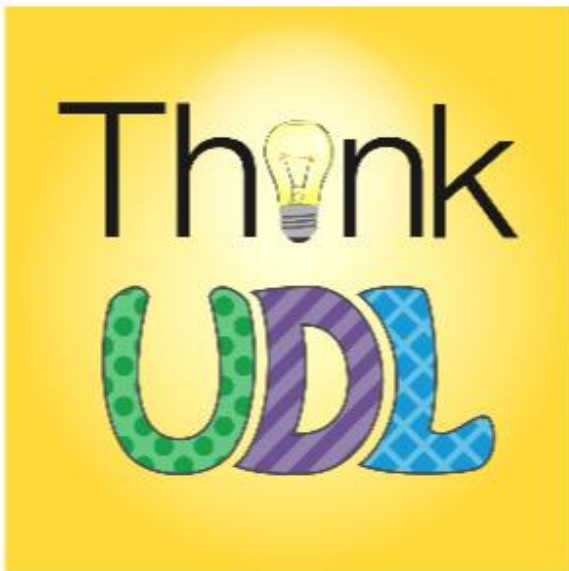
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